

PERSONAL

However the school curriculum changes in the next few years (and it is impossible to believe that all the present talk will result in no changes at all), there will always be, within it, an element of choice. No reorganization of the examination system, no core however solid and compulsory, could eliminate this altogether. And as long as people at school are free to choose, they will some of them choose badly. How much is known in detail about how such choices are made?

Of course, we all know about the careers advice that pupils get in their fourth year; and we know too about the general pressures, social and cultural, which cause boys to choose physics and girls home economics, which cause languages to be neglected, and computer studies to become fashionable. It is easy to speak of such broad and general trends. But it seems that there must always remain a good deal of chance in the way individual choices are made in particular schools.

The best careers advice in the world could not make someone choose a subject which is taught by a nasty or incompetent teacher, or whose prestige is for some reason low in the school. Nor is it easy to stop people choosing a subject if they simply find it, or the thought of it, exciting. Asking people why they chose what they did may be fairly discouraging, if what is looked for is rationality.

It is surprising, I suppose, how often such whimsical choices turn out well. Undergraduates who greatly enjoy what they are reading at university may explain that at school they chose their A level subjects on wholly frivolous grounds, often in order to be allowed to give up something they hated. A friend of mine, a highly successful classics teacher, took up Greek at school simply because it was advertised in the prospectus, and she was determined to force the school to keep its promise. My own choice of classics, as far as I can remember, was made on the combined grounds of snobishness (the classicists formed a highly enviable elite) and love for the Latin mistress, a beautiful, olive-skinned lady, no great shakes as a linguist, and given to jolly references to Oxford as "the Other Place", but who, despite these half-perceived drawbacks, at the time turned everything she touched to gold.

Such factors can neither be eliminated nor rationalized. It is after all impossible to regulate the human imagination; and no utilitarian considerations can make a "sensible" subject preferable to one which, mysteriously, seems infinite and enchanting to the person contemplating it. Every time I watch a David Attenborough film on television I think "This is how I ought to have spent my life; this is really the only thing worth knowing about." There must be thousands of people



Mary Warnock

who embarked on the biological sciences as the result of such a feeling, coming on them at the appropriate time. They simply have a craze, and follow.

There are school factors, then, and there are outside influences, equally hard to quantify, which go towards determining choices. The crucial thing, it seems to me, is to devise a system within which people need not be locked for ever within their chosen subjects, if they turn out to have chosen wrong. And here I believe

responsibility lies with universities and polytechnics, to allow candidates to make a fresh start.

This will become more important, if the pressures grow on those at school to embark at the age of 15 or earlier on courses of electronics which will occupy great chunks of their time. It is quite likely such courses will have prestige; they may give schools a chance for quite lavish expenditure; the smartest and most go-ahead people will be involved both as teachers and pupils. All this is good (provided that what is taught at school does not go instantly out-of-date). But it will undoubtedly lead to the realization in a few people that, after all, they have chosen wrong. And then what can they do? It is almost as difficult these days to switch, at 18, from science to arts as it has always been to make the opposite switch. Nor will it be possible, as things are now, for someone who at school did electronics, maths and physics to read medicine or biochemistry at university, unless some special provision is made.

Fifteen years ago many universities were experimenting with courses designed to initiate beginners into new subjects, so that they could join their contemporaries who had studied the subject at school. Most of these experiments have been given up. The reason was only partly financial. It was also connected with the different style of teaching required for the beginners. It

is now a matter of urgency to do something of the same kind, but radical and more widespread, should be considered. Various presumptions will have to be questioned if any scheme is to work.

First, the superiority of people who have learned a subject over a long period over those who have just begun must no longer be assumed. For anyone could really understand Latin and Greek was to start when you were six, and work at almost nothing until you were 21 or 22. The advantage of girls from schools where this had happened, and, still more, of Americans proved this theory groundless.

Likewise, I believe we shall have to accept that people may start late in the history or literary studies, or in the biological sciences, even in mathematics, and still do well, even exceptionally and brilliantly well. And it may be that in order to bring about this revolution in university thinking, use will have to be made of new techniques of teaching (including electronic techniques) and new methods of examining; methods which will demand less memory and more insight into the student.

All such changes need discussion, and that means not just within higher education, but between all the different sectors of education. But that is my new craze: I shall write more about it later.

DIARY

Voice of the Speaker

To the Belle Vue Hotel, Aberystwyth, on one of Britain's longest and most exotic train journeys, to instruct the students of the university - together with a number of officers of the Dyfed-Powys police - in the complicated intricacies of the new Police Bill and how to avoid miscarriages of justice in Wales.

I have had some recent experience in this field, since that Helene NUT member, Mr George Thomas, being preceded by the Speaker, from going public on anything, controversial, yet representing the sort of areas of Cardiff where trouble was usually brewing, was in the habit of asking me to intervene with the South Glamorgan Constabulary over their summary arrests of allegedly dangerous Welsh nationalists. I never knew quite what the deal was on his side, but I found it noticeably easier to catch his eye on English educational matters in the Chamber, once I'd been signed on as his private, Welsh civil-libertarian conscience.

I seem to be the sole guest at the Belle Vue - a pristine Welsh hostelry - and eat my breakfast alone to the strains of Bing Crosby on Radio 2. It takes me back to the last time I saw Cardigan Bay, 42 years ago, as a 10-year-old evacuee from Leeds in an overcrowded, uncomfortable Methodist hall. I'd come to a village up the coast, with the inconspicuously English name of Penrhos.

I discover, however, that the university is now full of more recent English evacuees, many of them deliberately and happily as far away as possible from the suffocation of Mum and Dad in the Home Counties. I am informed that NATO generals are rather more frequent visitors than the Labour MPs, the university having lost its academic department and having become more than ever overruled by the further Right (and generally McDunne) establishment. In Britain, the Department of International Politics, perhaps, I should report it to Lady Cox for bias; I decide against the idea and adopt a strictly non-party stance, instructing my audience in the Rule of Law, the inadequate safeguards in the Police Bill and in the Confront case; in which three young constituents of mine confessed to a murder they didn't do, 12 years ago.



Top: George Thomas. Below: William Waldegrave (left) and Rhodes Boyson.

Stable companions

The Prime Minister seems to be storing up peculiar punishments for education ministers. Even if they escape summary dismissal (Mark Carlisle's fate) they are given a spell clearing up the mess in the less conspicuous corners of her Government's Amazon mazes.

Dr Boyson is making heavy weather of the housing benefit disaster, it's not his métier and I'm sure he longs to be back at Elizabeth House, promulgating grand educational generalities.

The Prime Minister's stroke of genius, however, was to transfer the welsh and most elegant decoration of her Administration, the Honourable William Waldegrave, from the safe haven of Higher Education to the more volatile world of the Home Office.

relation to which her party seems to be so unaccountably divided.

"I am sure he doesn't believe or understand a single word of what he is required to say, but he does it rather well."

He wrote a piece in the Daily Telegraph the other day. (At least I assume he wrote it: most of the deluge of ministerial articles in the new Bernard Ingham-directed local government propaganda campaign are full of trite formulae and obviously written by junior functionaries, but the Waldegrave piece was rather too stylish for that.) Most of it was addressed to his friends and it amounted to an attempt to revive that tradition - which I am, I believe, the last and wisest group which he labelled "the old school".

Who can't he possibly mean? He could mean the old school of Conservative education, from the days of the great masters like John Ruskin and Herbert Spencer, or the old school of Conservative education, from the days of the great masters like John Ruskin and Herbert Spencer, or the old school of Conservative education, from the days of the great masters like John Ruskin and Herbert Spencer.

Bridge building at Brunel

Even before my special relationship with the Speaker, I have always felt it important to establish a link between intellectual freedom in education and civil liberty for the individual. So I am pleased that Martin Lightfoot, general

adviser on education to the Select Committee in the last Parliament, is treading the same academic path in defence of civil liberty.

He has been appointed to run the Centre for the Study of Community and Race Relations at Brunel, and made a study of the administrative and quango chaos about to be created for the third time in three decades by a Conservative government.

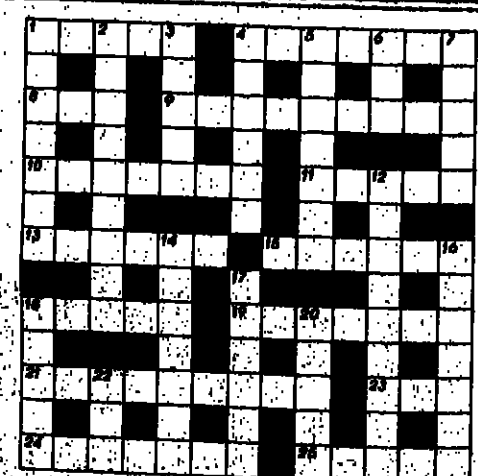
I am sure, deep down, he's aware of the chaos about to be created by the coming upheaval: since he has a long time to go in politics yet, he would be well advised to distance himself from the responsibility for it all as soon as he possibly can.

Brunel was chosen because it is a proper university with reliable sociology under Maurice Kogan; but probably more important because it is a well-spring of distance education, and a magnificent police staff college, where senior policemen are taught how to dress for dinner and prevent Brixton disorders recurring.

Scrummaged racist beliefs are to be an automatic ground for dismissal. The Home Office couldn't stomach that, so they suggested Martin Lightfoot's project instead. It is yet to be seen who picked the right horse for maintaining peace on our streets and the next long, hot summer.

Christopher Price

No 137 CROSSWORD by Rufus



Across

1 Laughing stock of A.D. and A.D. (5)
2 Ship's state-captain (7)
3 A.D. in a machine word (3)
4 Deceased, being completely irresponsible (9)
5 Bold sentence (7)
6 A.D. in a machine word (3)
7 Full in first behind proper vehicle (2,3)
8 A.D. in a machine word (3)

Down

1 He visits halls and racks (7)
2 Having the look of a power (5)
3 A bit on the side (5)
4 Period may give away (6)
5 Fear of punishment drove him to break point (7)
6 Two points on a page (3)
7 Voice down new path (5)
8 Signal could be a help (5)
9 Badly disturbed comes serious (7)
10 King of the (7)
11 Full in first behind proper vehicle (2,3)
12 Relative in a machine word (3)
13 A.D. in a machine word (3)
14 A.D. in a machine word (3)
15 A.D. in a machine word (3)
16 A.D. in a machine word (3)
17 A.D. in a machine word (3)
18 A.D. in a machine word (3)
19 A.D. in a machine word (3)
20 A.D. in a machine word (3)
21 A.D. in a machine word (3)
22 A.D. in a machine word (3)

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Staff warned to save as city may go broke

by David Lister

Teachers in Liverpool are being advised to save money as the council faces a budget which will not be able to pay their salaries.

Council leaders are preparing for a dramatic showdown with the Government which will involve presenting a "budget" for the city's education service and other council services.

The ruling Labour group, committed to a policy of no job losses and no excessive rate increases, intends to present a council budget on March 29 which will fail to balance the books and leave them £35m in deficit, rising to nearly £100m after Government penalties are imposed.

In theory this stand, if it is approved by the full council on which Labour has a majority of three, could result in teachers' salaries simply not being paid. Mr Tony Byrne, city finance chairman, assured *THE TIMES* this week that this would not happen, but teachers' leaders in the city now consider it a distinct possibility.

Mr Jim Ferguson, National Union of Teachers' Liverpool secretary, has received a letter from the Liberal opposition on the council saying that the city could be legally bankrupt later this year and "the implication is that the staff of the council will not be paid".

Mr Ferguson said this week: "I have advised teachers to put money away and tighten their belts for a bit. I think there is a serious possibility that we may be in a position without salary. That could be due to the finance houses not funding the authority. As teachers, we are very worried, but we understand that the council is in an

impossible situation.

"It's totally unrealistic in a city of this kind to balance the books. We will support any budget which will not reduce jobs or services. If that means an illegal budget, we will have no alternative but to support it."

Teacher's leaders say that a budget which balanced the books would mean that 68 per cent of the necessary £30m cut would come out of education, entailing 500 compulsory redundancies out of a teaching force of 5,000.

If the Liverpool plan does go ahead, the council would run out of central government grant early in the financial

great importance for both the Government and the Labour Party for, as the Labour-controlled Liverpool council points out, the position facing them now will face many other Labour councils this time next year if rate-capping goes ahead. Other councils will then have to choose between cuts in services and illegal action.

The Liverpool leaders' determination was spelled out to Labour's local government conference in Nottingham last weekend and was clearly at odds with a message given earlier to the conference by party leader Neil Kinnock that councils might have to make some cuts but should shout loudly that it is the Government's fault.

Mr Derek Hatton, Liverpool deputy leader, said that would be to "accept defeat at stage one of the battle". He and other Liverpool councillors, some of whom are strong supporters of the militant tendency, shouted "traitor" at Mr Eddie Roderick, former deputy leader, who questioned how they would be helping the people of Liverpool by depriving themselves of office for five years (a consequence of being surcharged).

And Dr John Cunningham, Labour's parliamentary environment spokesman, hinted at the growing tension between the leadership and the council when he said: "Given the passion for football in Liverpool, the passion for football should be scoring own goals."

Mr Cunningham said that the council's decision to go ahead with the plan was not going to be resolved by abdicating any more than by handing over to other political parties.

Labour Local Government Conference report page 6.

year and would then have to resort to borrowing from banks. Once those sources were exhausted, the council could be taken to court for financial recklessness by the Liberal opposition or the Adult Commission could be sent in. Council leaders do not rule out the possibility of £620,000 personal surcharges on councillors but the Government, contrary to popular myth, has at present no power to send in commissioners to run the city.

Massive surcharges could even more of a possibility this week as Mr Patrick Jenkins, Environment Secretary, said on BBC's *Panorama* that he favoured this method for dealing with councilors who defied government legislation on rates.

What happens in Liverpool is of

Young offers FE peace deal

The education service is to be offered a new role in the control of the further education money which the Government is handing over to the Manpower Services Commission. They are prepared to leave the decisions over funding courses to a national body with strong educational representation, Mr Jackson writes.

The idea was put forward this week by Mr David Young, the MSC's chairman, in an interview with *THE TIMES*, reported on page 10. It is the first step in a campaign to win over the outraged authorities. It is still possible that

the authorities could persuade a majority of the Manpower Services Commission, meeting later this month, to refuse to let their officers participate in the plan.

Mr Jackson said that the Government's announcement is one step in a progressive MSC takeover of the whole of further education. Mr Young assured *THE TIMES* that he would consider it would be possible to increase the Commission's role beyond the one-quarter of work-

related non-advanced FE which it will now be funding.

He wanted the Commission's responsibilities for ensuring that its funds go to courses which meet industry's needs to be handled in the same way as the Technical and Vocational Education Initiative. That would seem to mean a national steering group drawn from teacher associations, local authorities, education officers, employers, and industrial unions, with a free hand to decide national criteria and standards.

News of Mr Young's intentions has widened the divisions in the education service over the Government's decision. The local authority associations continued this week to denounce the plan. Mr John Pearson, Association of Metropolitan Authorities education vice-chairman, appealed to authorities not to "roll over and wave their legs in the air".

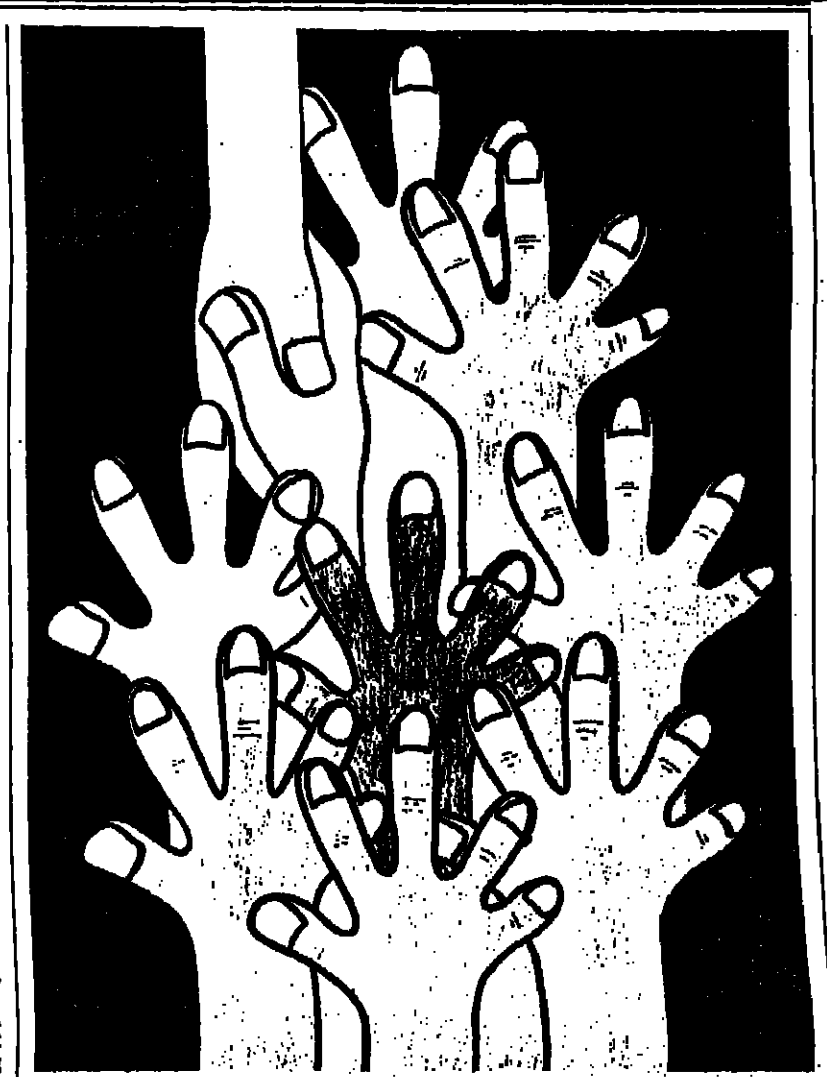
The education committee of the Association of County Councils unanimously rejected the White Paper proposals on Wednesday. The counties said they would discuss with ministers any improvement or shift of emphasis

within existing machinery, but they felt the White Paper plans would add a bureaucratic tier and divert scarce resources from training.

In justification of the plan which will be put to employers next month, teachers' leaders argue that women teachers should not be penalized financially for an absence for child-bearing; for example, most teachers on sick leave are paid in full for the first six months of absence.

At present, a woman who has taught for at least one year for up to a date 11 weeks before the birth of her child is entitled to 18 weeks' paid absence.

Mr Mick Farley, NATFHE assistant secretary at present seconded to the MSC, said: "Since many authorities, while remaining hostile to specific grants, refuse to spend money they get through the rate support grant on the purposes for which it is provided - such as the greater numbers staying on in education - how else could the problem have been tackled?"



Reaching out: "Colour Blindness", by Catherine Asprey of Cricklade, Wiltshire, won second prize in the 1983 Equal Rights Poster Exhibition at the Commonwealth Institute, London. The poster will be on display until February 26. The competition was

organized jointly by nine associations which included the National Union of Teachers, the National Association of Teachers in Further and Higher Education, and the National Union of Students.

Maternity pay claim

by Richard Garner

A claim for full pay throughout the whole period of maternity leave for all women teachers is being lodged with local authorities.

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four weeks on full pay, two weeks on 9/10ths pay and 12 weeks on half-pay. After two years, the entitlement goes to 40 weeks' leave - the first 18 of which are subject to the same pay conditions, and the remainder unpaid.

The claim is coupled with a plea for 10 days' paternity leave for teacher fathers. Leaders say it is not likely to lead to massive absences by staff.

Other claims include the right of teachers to retire at the age of 55 with enhanced pension benefits as part of a national early retirement agreement. The management side has not yet considered the teachers' claim.



A licence to record BBC and ITV off cable

This is the proposal of Anthony Smith, Director of the British Film Institute, on behalf of teachers whose work is impeded by the massive restrictions of the copyright law.

Video & Film Extra p37

Room row
Teachers are threatening to strike over sharing a staff room with a caretaker.

Curriculum stance
The Curriculum Committee stressed its independent line this week.

Asian anxiety
Hilary Wiles on the greatest Asian girls suffer at school.

Platform
Neil Merrifield calls for a clearing house system for all full-time courses in public sector higher education.

Skin game
Increasing numbers of children disguise themselves for life by self-tattooing.

Graded tests
How they will make marks more practical - not devalue standards in English.

Arts/Books
William Shawcross reviews *Children of War*; Christopher Price on a Common Market scandal; Medieval and Elizabethan literature; child development; Islam; Victoria Keir and Peter Blyson on dance; John James on music; Robin Busby on Hollywood in the Fifties; children's literature; linguistics; religious education textbooks.

Resources/Media
Robert French surveys language magazines; reviews of ethnic history texts and Open University programmes on Shakespeare.

Extra
Video and film: recording off cable; video production work in Europe and North Wales; the merits of cine film; guides to choosing video equipment and training courses; d-v-i interactive video; children's cinema clubs.

COMMENT

Some colleges more equal than others

Although the educational wounds inflicted by last week's White Paper Training for Jobs will take time to heal, the service's philosophers are already starting to apply sticking plaster. Pragmatism predictably takes over again, just as it did after the initial huffing and puffing when it came to working out proposals and financing for TVEI and YTS.

It has to be added right away that this analysis is truer of the colleges of further education at whom the new MSC financing of a proportion of non-advanced work-related courses will be directed, than of the local education authorities from whom money and control are to be wrested.

So while the constitutional and educational issues remain, the colleges are far from united in opposition to direct funding, which at worst could prove to be a mixed blessing, and might at best mean extra money for some of them.

The deal hammered out with the Treasury and the Department of the Environment does not, of course, put any extra money overall into the system, since the rate support grant

MSC funding subtracted from it, but it is now becoming clear that the scheme is to be carried out in a way that will increase inequalities within it.

Some colleges will be more equal than others simply because a good opportunistic management will by now have experience of the courses likely to attract MSC approval. They may well, indeed, be running such courses already (especially since there is no evidence yet that regional MSC officials have any more idea than FE lecturers what local employers really want) having secured the MSC funding, which might also help with equipment, it might then be possible to divert other local resources to the sort of general studies courses for low achievers that they also want to mount.

This depends, of course, whether they are working for a generous authority which may not choose to dock its FE spending in proportion to the MSC subvention; this is especially likely to be so in an authority already over-spending, and, therefore, losing Government grant.

The cuts in RSG will have to be made somewhere, of course, and the local authorities, which lose out all round are likely to be in those remote areas with little chance of putting on the sort of NAPP courses that would attract MSC money. Such areas might even be forced to look at social services budgets, or raising rates to make up the loss.

It seems likely that the DES, in the course of its rearguard action (page 11), argued quite forcibly against the unfairness of a scheme which could give an authority like the ILGA the chance to profit at the expense of the Cotswolds of the world.

The Treasury was predictably unimpressed by the consequences, so long as the overall level of spending remains the same, and the DoE preoccupied with its own re-appearing agenda which may in the end redress inequalities in its own brutal fashion.

Meanwhile, the providers of further education are beginning to work out how to survive. The colleges are beginning to work out how to survive. The colleges are beginning to work out how to survive.

sudden emergence from the role of Cinderella into a limelight where their services have become respectable and fought over.

They will need all the comfort they can get as they face the uncertainties of planning courses based on temporary contracts and try to avoid the sort of fiasco Devon ran into on YTS. Nor will they be able to leave to the teacher unions and the Opposition parties all the pressure to keep general studies in place in work-related courses, in the face of DE flats. As Paddy Sheen points out forcibly in column five accepting the interdependence of education and training is an essential prerequisite to implementing the White Paper as constructively as young people deserve.

How not to break the law

Channel 4's new licensing arrangement, which will allow schools and colleges legally to record some of its output (page 3) could be regarded either as a minor breakthrough, or as an unfortunate awakening of a nasty sleeping dog.

Those who take the first view would say that it is high time something was done when—as happened recently at a conference in London—teachers are admitting in public that they regularly break the law.

Against them, the sleeping dogs are being awoken. The legal rights of television distribution is changing so fast, with video, cable and satellite, that it's best to muddle on a bit longer.

Certainly, the Channel 4 solution shows the difficulty of putting together a workable scheme. For one thing, they have not been able to include programmes made by ITV companies: those will still come under the existing arrangement for BBC and ITV programmes that only official schools television can legally be recorded.

For another, the system is complicated, with a sliding scale of fees for different programmes. Extending it to a wider range of output, given if that could be negotiated, would make for cumbersome and expensive management.

Anthony Smith's suggestion (page 37) that a licensing system for educational users should be built into new cable systems provides a much simpler and tidier way of allowing schools and colleges to record what they need.

Like Public Lending Right, it would be a nod towards a principle rather than a full and equitable distribution of rights income. But—also like PLR—it might seem better to authors, performers, and the rest than no bread.

In the end, given the ease of recording and the impossibility of policing it, there seem to be only two main ways of finally solving the problem. The first, a point of sale levy on recording tapes and equipment, was rejected by the Government in its 1982 Green Paper on copyright reform on the grounds that it would be inflationary, too expensive to administer, but it still has many proponents in the television industry.

The second, which has been proposed in the past by the Council for Educational Technology, is for a statutory licensing scheme, giving rights of recording to schools and colleges in return for a licence fee.

This scheme, if a government could be persuaded to accept it, would kill several birds with one stone—most notably, it would stop the current



Channel 4's *The Heart of the Dragon*: a case in point in the recording argument?

mes. If the educational licence was statutory, all copyright deals would be negotiated first off in that light.

There is no doubt that if education is to be the main concern, a blanket licence available at a reasonable price to local education authorities and individual independent schools and colleges is the best solution.

For all the reasons outlined in Anthony Smith's article, and more, both understanding and use of television should now be an essential part of education. Teachers should not be forced, by default of a reasonable licensing scheme, to break the law to do their job.

Red herring or amber light?

Whatever you think of graded tests—Sir Keith Joseph clearly regards them as something of a "red herring"—the substantial growth in their use in modern languages revealed by the latest figures from the Centre for Information on Language Teaching (CILT) on page 5 is a remarkable development and, on balance, a positive one.

The HMI report last year on Oxfordshire's graded tests in modern languages, and the wider survey of graded assessments carried out for the Schools Council by Andrew Harrison, both showed such tests were a long way from achieving aims such as allowing pupils to take tests when they wished. Both also found these tests were largely used with the less able—the one role endorsed for them by Sir Keith.

The latest figures from CILT show level one entries outnumbering level three entries by ten to one. It remains to be shown, therefore, that the benign stick of more readily attainable tests, and the carrot of more practical communication skills results in more entries for higher level tests and O levels or more widespread learning of a second language.

But graded tests are still in their infancy and many of the 145,000 taking the first level last year may go on to higher things as they progress through secondary schooling. And more than 300,000 entries at all levels recorded in 1983—three times the number of O level entries—show a considerable achievement.

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by which the majority of pupils spend three years studying a language, only to drop it at 14 with little to show for the experience in terms of practical linguistic abilities and nothing in terms of qualification.

It has also, by all accounts, gone some way to restoring the morale of teachers and pupils in modern languages departments.

But even if the hopes of the linguists are realised, it cannot be assumed that all subjects would benefit from the graded tests approach. There are serious doubts about its applicability to other subjects (see page 22). Nevertheless these coexist with considerable optimism as to its potential, and Sir Keith may yet live to reconsider his early dismissiveness.

The fact is, there is a remarkable degree of congruity—if not overlap—between the aims of his new Sheffield initiative and the various graded test projects now going forward with substantial backing from GCE boards, local authorities and the Nuffield Foundation.

Both assume a greater level of mastery learning than at present and the only way that can be achieved, even in highly streamed classes, is through greater individualization of learning to take account of different rates of pupil progress, and by regular monitoring of that progress.

No doubt those working on graded tests will take considerable interest in the foundation lists Sir Wilfred Crockett and the Secondary Examinations Council plan to draw up in response to the Secretary of State's pronouncements. But it is hard to see how the pedagogic demands Sir Keith is now putting on the exam system can result in changes that are radically different to those being investigated in graded tests—clearer definition of teaching and testing objectives and more regular and systematic assessments to monitor and motivate.

The word test is now tending to be dropped in favour of the more general graded assessment and increasingly they seem to be regarded as a means to promote learning rather than an end in themselves. Only time will tell if they have sufficient credibility as qualifications in their own right; but if they did not already exist, something very much like them would now probably have to be invented to achieve Sir Keith's purpose.

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Second opinion Separating the warp from the weft

There is a case to be made for all post-16 education into a coherent structure but unless this is not the aim of the White Paper on Training for Jobs. As I and other countries to look at education systems I am struck by the fact that a nationally organized education system seem to be a better job of their education than do in the United Kingdom.

However, what is proposed is not a coherent, rationalized system, but an existing system, with all its faults, having imposed upon it an artificial sub-division. For the past years our post-16 education system has been hived off by attempts to separate education from training, to pay them from separate pockets and make them accountable to different masters. Education makes no sense—training gives no sense—education—or put another way, education has warp and weft. Remove the cloth is no longer cloth.

What is worse, the proposals seem to be consistent with proposals from the same source for college is just starting, with our partners in the local schools, the TVEI experiment. Supported by large sum of Government money, they are trying to integrate the education of the 14-18 age group around a vocational theme. For this to be successful, education and training will have to be blended into a seamless whole.

The theme in the White Paper "encouraging closer collaboration between employers" is either amusing or alarming. In common with most TVEI, it is hard to imagine closer collaboration than we have already between the needs of our local industry and the needs of our local education. The DES imposed delay and approval of courses.

The worrying theme in the phrase "the MSC will encourage Government in deciding the standards and the certification system for vocational education". This seems to be the work of City and CBI, BTTC and the professional associations and to ignore the tremendous involvement in industry and commerce in these bodies, which ensure that standards set are already those of industry waits.

My major concern is, however, the proposals are a White Paper on Croon Paper. There needs to be more informed discussion before the White Paper and we could see an opportunity to give post-16 education the reform it so urgently needs.

Representatives from all 28 main undergraduate colleges are meeting next week to discuss the future of the university's admissions procedures.

The meeting was arranged last term to sit reaction to the decision last year by Oxford colleges to abolish the so called seventh term entrance examination because it discriminates against state schools who find it hard to provide the extra coaching needed for Oxbridge entrance.

Meanwhile Oxford seems likely to end its unique status as the only British university where the second class honours degree is not split into an upper and a lower division.

The university's congregation voted in favour of a divided second class degree last week—*THES*.

Leaders of the traditionally moderate Association have sanctioned an indefinite stoppage by their members at a primary school next week over a caretaker's plans to use the school's staffroom.

The move means the three members of AMMA at West Derby Church of England primary school, Liverpool—two of whom are members of the National Union of Teachers—will go on strike from next Tuesday if the caretaker is not satisfied before then.

The long-running dispute, which prompted the walk-out by staff just before Christmas, is over whether the school's caretaker should be allowed to use the school staffroom.

The Labour-led city council has agreed to provide alternative premises for the caretaker in the future.

Schools plan to let grass grow as way to save

by Nick Wood

The blackboard jungle is set to become a reality at up to 400 schools in the lush countryside of Hereford and Worcester.

Next week's meeting of the county council is expected to approve proposals to let nature take its course in large areas of school grounds. Nearly one fifth of the county's 1,600 acres of "wilderness" lawn will be left to flourish unmolested.

The plan is the brainchild of Dr David Muffett, the former colonial administrator who is chairman of the education committee. He estimates its adoption will shave £40,000 a year off the school maintenance budget while giving a much needed boost to the environment.

It came to him after watching a television programme in which Dr David Bellamy, the conservation-conscious botanist, called for the planting of "wilderness seeds" to create "wilderness micro-environments" as havens for birds and small mammals.

Dr Muffett has told councillors: "Once established—or even planted—such areas can be taken out of the maintenance programme and become self-perpetuating, requiring no further attention. But their ecological impact would be enormous."

"If we allocate, say, 250 acres of our 1,600 tended lawns to this end... it would be equivalent to replacing 425 miles of hedgerows which have been grubbed up in the course of cereal production."

Mr Alec Mackie, county press officer, said that the wildernesses would be created in the corners of school grounds where grass was not used for organized games. At his daughter's school, he thought "the back of the tennis courts and the side of the swimming pool" could be likely spots for letting the grass grow wild.

"There won't be any of these things in the middle of a cricket pitch or football pitch. It would be foolish to suggest that."

As far as playing fields are concerned, areas designated for sport won't be affected. They'll have to be fenced off and strategically placed so that our budding Bothams don't lose all the cricket balls."

Support for Dr Muffett's idea has come from teachers and his political opponents.

Mr Eric Jones, county secretary of the National Union of Teachers, who works at Pershore High School which already has an acre of natural habitat managed by the environmental studies department, said it was a good idea.

Dutch Elm disease had devastated the county and miles of hedgerows have been uprooted. Planting trees in the planned wildernesses would help redress the balance, he added.

Mr Sid Glazard, leader of the Labour group, said it was the one idea of Dr Muffett's to which he was not totally opposed.

The county plans to save another £160,000 from its maintenance budget by spraying its lawns and playing fields with a chemical growth retardant. The decision to introduce this countywide follows the success of a pilot scheme involving schools in Malvern.

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NEWS

Jobs deal on the menu

by Diane Spencer

The school meals service in Hertfordshire could be reformed if kitchen staff accept a pay cut.

The rescue package was offered to the 2,500 staff this week after a meeting of the personal and urgency subcommittee. It would mean a cut of about £300 so that average pay would drop to £1,050 a year.

Kitchen staff would not get holiday pay, retainers or bonuses. They will have to decide for or against the package before a special meeting of the education committee on February 27.

Last month the education committee proposed scrapping the service, except for poor families, to save £2m in a full year. With pay cuts and reducing free meal entitlements to the statutory minimum, the county will save £1.5m.

The National Union of Public Employees said it could not recommend breaking a national agreement. Last year the union took Hertfordshire County Council to the High Court to prevent a similar agreement being imposed on its members.

Hereford and Worcester is now almost certain to go ahead with its plans to abolish the school meals service as the whole education budget package was passed by the policy resource allocation and finance committee this week. The full council, which has a substantial Conservative majority, will vote on the plan on February 23.

Teacher representatives on the education committee felt compelled to support the abolition of the service because it was presented as part of a package which included a commitment to appoint 175 extra teachers.

But Mr Eric Jones, secondary school representative on the council, and county secretary of the National Union of Teachers, said he deplored the loss of the service.

School meals were not only important for nutrition, but also as part of the social education of a child, he said. Mr Jones was concerned about "the step by step erosion of the service without a proper mandate from the electorate".

"I saw nothing in the party manifestoes, nationally or locally, about abolishing school meals."

He was doubtful that the plan would save money as teachers would not stay on school premises at lunchtime if no hot meal was available.

The Child Poverty Action Group has written to the leaders of Hertfordshire and Hereford and Worcester, urging them not to abolish school meals.



School meals: staying in Hertfordshire, going in Hereford and Worcester?

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ILEA criticizes plan for borough nominees

The Inner London Education Authority has told education ministers it does not agree with their proposals for involving the boroughs in the capital's education system, Biddy Passmore writes.

Members are especially opposed to a plan to give individual boroughs the right to appoint most of the political representatives on school governing bodies because they say it would lead to continuing political disagreement with the authority. And they describe the arrangements proposed for consultation with the boroughs as "administratively impossible".

The authority's views are set out in its response to the recent DES consultation document, "Involving the boroughs in inner London education".

This described arrangements which would take effect when the present authority is replaced by a joint board of the boroughs after the abolition of the Greater London Council.

Sir Keith Joseph, the Education Secretary, revealed on Tuesday that he had received some 1,600 representations about the future of the ILEA.

TV licence to record

by Virginia Makins

Schools and colleges should soon have the legal right to record some television programmes from Channel 4.

From May 1, they can take out a licence to record programmes designed as educational. The choice is likely to be wide enough to include such programmes as *A Week in Politics*.

But the scheme will cover only programmes made by independent producers: programmes made by the ITV companies and shown on Channel 4 will be excluded.

The scheme will be run by Guild Learning of Peterborough, which manages a similar scheme for the Open University. Mr John Dent, a director, said that the annual licence fee for a school would be around £5; colleges would pay more.

Fees to record individual programmes would range from about £1 to £20, depending on the programme and its copyright.

Local authorities would be offered a blanket licence at a discount. The details of the scheme should be announced in mid-March.

Staffroom share stirs unrest

by Richard Garner

but a peace formula whereby the caretaker is allowed to use the room for a short period in the morning and afternoon in the meantime has yet to be agreed between the teachers' representatives and the caretaker's union, the GMBATU.

Under the formula, the city council would meet 85 per cent of the cost of the new alternative premises and the remaining 15 per cent would be paid by the school's governing body. However, the governors have said they will refuse to meet their share of the bill if the caretaker's union does not accept the peace formula.

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Leaving the polys sitting pretty

Neil Merritt (right) argues that higher education will only benefit from a clearing house for applications if it includes all full-time courses in public sector institutions

The proposed clearing house system for polytechnic admissions has drawn this reaction from the Under-Secretary of State for higher education: "A very useful development in the organization of higher education".

This view would undoubtedly be true if the clearing house proposed were to be for applicants for places on all full-time and sandwich courses in universities, colleges and the polytechnics.

Such a clearing house would reduce the time, money and energy of the applicants and their careers advisers, as well as the costs of running admissions units in the universities, colleges and polytechnics and the time spent on completing application forms, the writing of references, sending out college and course prospectuses and the processing of the applications.

Further, there were a compendium of all full-time and sandwich degree and diploma courses which was to be used in conjunction with such a clearing house (and which was appropriately cross-referenced and coded) its existence would become a bible of higher education provision of enormous value to all. In short, such a development would be regarded as a great step forward.

What though has the announcement made by the DES on January 16 1984 envisaged? What support has the proposal received? What will be its short and medium-term effect on the existing provision of higher education courses? How can the proposal be improved? And, if so, could it be implemented?

The proposal
Polytechnics have sought a clearing house system for the polytechnics for a number of years and since 1982 it has had discussions with the Universities Central Council on Admissions (UCCA) with a view to locking into the UCCA system and its computer.

The polytechnics represent a major share of the public sector (that is, i.e. maintained) provision but there is significant provision in a number of other major public sector institutions including Daresbury, Ealing and Humberston CHEs, Chelmer and Bolton IHEs, and Cambridge College of Arts and Technology, and of course in the former colleges of education and the voluntary colleges which include King Alfred's College, Winchester; Ripon; St John's, Rochampton; Worcester; Bulmershe and many others.

Thus the DES proposal is not sectoral but rather a bid from the largest group of public sector institutions. In the event, the CDP could not fund its proposals and turned to the DES for

financial help which it has found in the form of a £210,000 grant "on the understanding that the new scheme would be capable of early extension to cover admissions to degree courses in other major higher education colleges". (It seems clear from the UCCA statement of January 17 1984 that the earliest date for any extension of the system will be after a four-year contract with the CDP or its agents has concluded.)

The DES announcement on funding came as a bolt from the blue because, notwithstanding its press notice, no formal discussions on the matter had taken place in either the National Advisory Body for Local Authority Higher Education Committee or Board; nor, I believe, in the Council of Local Education Authorities and certainly not with the Standing Conference of Principals and Directors of Colleges and Institutes in Higher Education or with the Secondary Heads' Association.

All these are major omissions and each organization would, I have little doubt, have advanced the view that there must be a clearing house for all degree courses and, if possible, for higher diploma courses, too. I believe also that most would have argued for an omnibus clearing house embracing all courses in the universities, colleges and polytechnics.

Why two clearing houses?

Most careers advisers advise higher education applicants to apply through UCCA and also to apply to both colleges and polytechnics as well. Most

sector provision is better than that available in the universities, some more apt for particular needs and, of course, some is not as good or as apt. There are many considerations to be taken into account.

But what is certain is that there are an increasing number of applicants who cannot readily distinguish, for example, Ealing CHE, University of Aston, Polytechnic of Central London, and the University of Strathclyde for languages; or Brunel University, Bolton Institute of Higher Education, the Polytechnic of the South Bank, and the University of Cardiff for civil engineering.

And why should they have to merely as a consequence of any clearing house system? What is wanted is a system that will allow a choice across the binary divide - a divide one has supposed Government would wish to erode, and which the NAB has a remit to reduce.

Such a development would not only reduce the work involved by applicants and referees but more importantly highlight the realities of choice. That is to say, most applicants know as a result of both personal assessment and after receiving advice on what his or her chances are of obtaining a place on a particular degree or diploma course.

This realization will, in many cases, give rise to a choice from a combination of university, college and polytechnic courses. I believe there are three main new clearing house systems should recognize this reality and serve both universities, colleges and polytechnics.



Likely effects

The effects of the proposed system, while not disastrous would be severe. First, the applicant would now have to complete two clearing house forms and, maybe, three if he or she uses the central register and clearing house for teacher education courses, and then also makes further single applications to the institutions excluded from the clearing house as proposed.

Secondly, with an opportunity to rationalize the existing arrangements, the DES should be contemplating more significantly, if choice is then the exclusion of other providers from the proposed clearing house will inevitably give rise to the opinion that this provision is third choice and third class. This is almost inevitable if the proposed clearing house is launched in the way we have been advised.

From my position as director of an independent higher education with business degree work in languages and running for 15 years and more under the validation of QAA, and whose preceptors were University of London

external degrees, it seems both unjust and unworthy of the DES to distinguish this provision from that in the polytechnics. By doing so the DES will lead school leavers and others applying for higher education to believe that Ealing courses are qualitatively different from those in the polytechnics. While such a view is nonsense, this nonsense is likely to be perpetuated as the consequence of a decision by the DES to fund a polytechnic clearing house from which other major providers are excluded. The Ealing viewpoint is shared by most other institutions and the present proposals should not as a consequence be accepted.

They should be rejected as well because NAB is about to embark on an exercise of categorizing a new major providers of higher education with a view to concentrating provision in these institutions and funding them all in the same way. This long-overdue exercise will inevitably result in a list of institutions embracing both polytechnics and other major institutions. This new list should be the minimum number of institutions to be involved in any clearing house for the public sector.

Can the proposal be improved?

The objective of any clearing house must be to provide clearing for applicants for degree and higher diploma courses. If it is agreed that route to achieve this must be via a clearing house system, then the route for the non-university sector must embrace all the provision available to the interests of ensuring that a hierarchy of institutions does not develop by default - that is, universities, polytechnics, and the other providers.

The DES will be aware of UCCA statement on the polytechnic clearing house proposal which says: "Turning to long-term proposals for central admissions, schemes would include further integration of courses in the public sector beyond polytechnics, the Council believe the number and diversity of institutions and courses likely to be included make it improbable that UCCA procedures could be used for such a scheme. It might prove necessary to plan a completely new scheme for first principles."

If this is the reality then why are we starting here? Should not the DES recognize the constraints of the present arrangement and proceed on the basis that different arrangements need to be made. In the tide of educational information technology there is a way forward on a broader basis in this must be secured for the careers advisers and all the public sector institutions of higher education all of whom should be recognized as providing courses of comparable quality on the basis that they share common validators in the form of the UCCA, the Business and Technician Education Council, and the validating universities.

Could they be achieved?

I believe that the DES will change position, if it receives advice that its present intentions are not welcome. What must happen is that careers advisers, headteachers, the representatives of the non-polytechnic providers of higher education and NAB should welcome the notion of a clearing house but argue strongly that it should include all degree courses in the public sector, press for its extension to include higher diploma courses and seek as its final objective a system that embraces all the providers - the universities, the colleges and polytechnics.

Mr Peter Brooke, Under-Secretary of State, is in the tradition of David Eccles and if he hears enough of persuasive argument he will probably be willing to adjust his policy. I think that such cogent and persuasive argument takes place in earnest and concerned to secure "a useful development in the organization of higher education".

Neil Merritt is Director of College of Higher Education, Chairman of the Standing Conference of Principals and Directors of Colleges and Institutes in Higher Education and a member of the Board of National Advisory Body for Local Authority Higher Education.

Lukewarm response for Sir Keith

By Nick Wood



Professor Blin-Stoyle: 'We've not gone out of our way'

Sir Keith Joseph has had only limited success in his attempt to shape the outcome of the first meeting of the School Curriculum Development Committee.

His call for English language, maths, science and technology and the humanities to be given special priority was only partly heeded by the 23-member Committee.

Instead of adopting the Secretary of State for Education's subject specific approach, it decided to identify six "key themes" as starting points for the subjects singled out by Sir Keith, they are considerably broader and much less tightly defined.

The Committee also ignored his suggestion that it should aim at making the curriculum more practical and encourage topic work in primary schools.

The areas picked out by the committee are: the core curriculum, personal and social education, mathematics (including numeracy), communication skills, aesthetic education, and criteria for exams at 16-plus.

The Education Secretary set out his views on curriculum priorities in a

work aimed at the development and improvement of pupils' writing; and for maths, the development of more effective methods of teaching the number concepts which pupils in this age bracket need to master, and their applications", Sir Keith said.

Professor Blin-Stoyle's comments after the meeting made it clear that the committee was not going to be the Secretary of State's puppet.

"His letter was just one input among many which surfaced in the committee. We've not gone out of our way to follow his suggestions but many of them did fit in with our thinking."

Sir Keith also pressed the committee to take up the challenge of teaching youngsters about the economic basis of society, a cause he has championed with growing enthusiasm in the last year.

He has said repeatedly that children need to understand that jobs are created by meeting the demands of customers.

This thinking comes through in his letter to Professor Blin-Stoyle when he says schools should bring in lessons in political or economic geography.

It is a particular need to study ways in which young people may be given an effective introduction to the

economic basis of our society.

"By this sort of economic awareness I mean something nearer to what used to be called political economy than to model-making and mathematics."

The SCDC has responded by including "economic understanding" in its personal and social education theme.

The committee also decided to continue seven major projects it has inherited from the Schools Council, which will be formally wound up at the end of next month.

Around £600,000 a year is to be spent on: the secondary science curriculum review, the industry project, guidelines for review and internal development in schools (GRIDS), 16-19, the mother tongue project and finding answers to disruption.

The late of learning through science and 14 smaller projects will be decided at the SCDC's next meeting in March.

The committee also decided to establish regional offices in Cardiff and the Leeds area and to set up a small Welsh committee. All i.e.a.s and universities and colleges involved in teacher training are being invited to name a senior staff member as a SCDC associate. The job will involve liaison and helping the committee in its work.

letter to Professor Roger Blin-Stoyle, the SCDC chairman, which was tabled at the meeting.

Sir Keith reminded the committee that the making of curriculum policy was a job for Government in consultation with its partners. Its task was to help to put these policies into effect.

"Both in English and mathematics, I believe that further curriculum development is required, and particularly in respect of the primary and early secondary school years: for English,

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Curriculum committee plays down 'priorities' letter

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Language tests double in popularity

The number of children taking graded tests in modern languages has more than doubled to about 350,000 over the past three years, according to the latest figures from the Centre for Information on Language Teaching and Research.

Middle and secondary schools in 90 i.e.a.s now offer a total of 75 different language syllabuses and related tests, all of which have been worked out by local groups of teachers. They have proved particularly popular in Cumbria, Lancashire and Essex.

All the major foreign languages - French, German, Spanish, and Italian - are covered by the tests, more correctly known as graded objectives in modern languages (GOML), which usually span five levels of competence and correspond to standards set by public exams.

In many schemes, for example, a level five is equivalent to a GCE pass. The CLT figures have also revealed activity in minority languages. The County Upper School in Bury St Edmunds, Suffolk, offers graded tests in Japanese to fourth, fifth and sixth-formers and a handful of schools have tests in Russian.

Mrs Sheila Rowell, secretary of the national coordinating committee for GOML, who compiled the figures, said that the movement's success was principally due to the fact that so many practising teachers had been involved in devising the syllabuses and tests and so had a personal stake in encouraging their use.

The tests have encouraged the study of languages among a wide range of youngsters, including those who would struggle to pass them at O level or CSE, she added.

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Language tests double in popularity

The number of children taking graded tests in modern languages has more than doubled to about 350,000 over the past three years, according to the latest figures from the Centre for Information on Language Teaching and Research.

Middle and secondary schools in 90 i.e.a.s now offer a total of 75 different language syllabuses and related tests, all of which have been worked out by local groups of teachers. They have proved particularly popular in Cumbria, Lancashire and Essex.

All the major foreign languages - French, German, Spanish, and Italian - are covered by the tests, more correctly known as graded objectives in modern languages (GOML), which usually span five levels of competence and correspond to standards set by public exams.

In many schemes, for example, a level five is equivalent to a GCE pass. The CLT figures have also revealed activity in minority languages. The County Upper School in Bury St Edmunds, Suffolk, offers graded tests in Japanese to fourth, fifth and sixth-formers and a handful of schools have tests in Russian.

Mrs Sheila Rowell, secretary of the national coordinating committee for GOML, who compiled the figures, said that the movement's success was principally due to the fact that so many practising teachers had been involved in devising the syllabuses and tests and so had a personal stake in encouraging their use.

The tests have encouraged the study of languages among a wide range of youngsters, including those who would struggle to pass them at O level or CSE, she added.

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David Lister reports from the Labour Party local government conference at Nottingham

Labour councils review their co-operation in TVEI and YTS

A major rethink on co-operation in TVEI and YTS schemes is taking place among Labour councils in the wake of last week's White Paper on jobs and training.

It became evident at the Labour local government conference in Nottingham last weekend that many authorities were now having second thoughts about their involvement, though as other delegates pointed out withdrawing from the YTS now was unrealistic because there was no immediate policy on what should replace it.

Nevertheless, a special meeting of the Association of Metropolitan Authorities has been called for next week to discuss possible sanctions, and a joint meeting of metropolitan and county Labour education groups is also planned.

Most outspoken of all was the influential figure of Mr John Pearson, education chairman of Wakefield and education vice-chairman of the AMA. While admitting that the FE service "has been in need of a kick in the pants for a long time," he said: "YTS ought not to have been Labour's solution. It is not a training scheme for youth. It is a scheme to deal with youth unemployment. The scheme will become increasingly more ropey and we will have to pull it out."

Mode B (college-based) provision is being significantly reduced which means less and less opportunity for L.E.A.s to offer education to young people who will not be considered suitable for training in the private sector.

"In addition, penalties have made it impossible for a number of authorities to carry on, and there is a continued attempt to control from the centre what is happening in the YTS."

Mr Pearson described TVEI as "the

first Trojan horse that was sent into our walls."

He did admit, though, that the local authorities might not be in their present position if they had been more amenable to specific grants.

He went on to say that the MSC was manned with entrepreneurs with marketing know-how who sounded impressive when they visited colleges. The veiled threat of withdrawal of co-operation was echoed by Mrs Frances Morrell, leader of the Inner London Education Authority. She said: "We can best serve our own local education authorities by uniting to campaign against the Government, and even by considering the extreme step of collective withdrawal of our co-operation from the Education Minister if he continues not to defend the education service against piratical raids from other Departments within his own Government."

Hitting out at the TVEI, Mrs Josie Farrington, chairman of Lancashire education committee and Labour spokesman on the ACC, said: "Teaching kids to do straightforward mechanical skills isn't education. A curriculum including art, music and literature teaches children to care and produces caring, thinking and feeling people who can express themselves."

He said that some of the new Labour authorities were still officer-controlled and had gone for TVEI "with disgusting haste."

But other delegates were less scathing about both TVEI and YTS. Mr Bernard Atha, chairman of Leeds education committee, said he had failed to persuade his Labour group to bid for TVEI so that they could use the money for curriculum development. "Now the £600,000 will go to the Herefordshire and Hertfordshires," he said.

Mr John Hall, chairman of FE in Leicestershire, said in reference to a possible withdrawal from the YTS: "It's no good just telling young people what you're against and saying to them 'you sit on the dole'." And the chairman of Rotherham education committee said his authority had 3,000 youngsters in YTS who would be on the dole if they withdrew from the scheme.

Mr Barry Sheerman, the Party's spokesman for training and youth employment, admitted that Labour did not have a post-YTS policy, and testifying this was now an urgent step. He claimed that as many as 40 per cent of trainees on Mode A (company-based) schemes were with firms specifically set up to make a profit out of the process.

Spirit of '44 campaign

A national campaign to re-establish the spirit as well as the letter of the 1944 Education Act was called for at the conference by Mrs Frances Morrell, leader of the Inner London Education Authority. She is suggesting that the party launches an education campaign to run with its National Health Service campaign.

Mrs Morrell, speaking at the Socialist Educational Association's fringe meeting said: "One of Labour's principal priorities during the four years leading to the next General Election must be a national campaign to restore our public education service."

National income, said Mrs Morrell, was rising and was expected to continue to rise. "As a society we can perfectly well afford a public education service; indeed we are better able to afford it than at any previous time in our history."

Education spending was, however, falling as a percentage of rising national income, from 6.3 per cent of GNP in 1975 to 5.5 per cent in 1980, she said. "Worse, when public expenditure itself is taking a declining share of GNP, education spending is declining as a proportion of that spending from 11.7 per cent in 1980-81 to 10.1 per cent in 1985-86."

"Differential spending on the children and young people within our education service is re-emerging under this pressure. The service is contracting and equality of opportunity is diminishing at a time when social deprivation is increasing."

Kinnock's rallying call

The way forward for Labour in local government was the message of Mr Neil Kinnock, party leader, told the conference. "In three months' time many of you will be going to try to retain or to capture control over local councils knowing that even when you are successful your ability to use that democratic power will be so limited as to bring you close to impotence. You will be fighting for a prize that will be tragic to lose and bitter to win," he said.

"I understand the enormous pressures on councils resulting from the system of cuts and penalties imposed by the Tories."

But Labour's response to such pressures had to be based on a coherent approach that recognised that: ● Every Labour council will do its utmost to mitigate the impact on services and jobs ● Any limitations and reductions in standards of service are a direct result of the system of cuts and penalties imposed by central Tory government ● Political attack and public criticism must be focused entirely upon the Government.

He added that Labour shire councils had nearly half of the children under five in nurseries of schools. Tories had less than one quarter. The pupil-teacher ratio in Labour shire counties was 22:1, in Tory shire counties 23:1.

Party must take education seriously - Radice

The Labour Party must take education as seriously as it does jobs, the cost of living, defence and the health service, Mr Giles Radice, shadow education spokesman, told fringe meetings at the conference.

At the last election, he said, one and a half times more people thought that the Tories were better than Labour on education. This was partly because the party failed to promote education as an issue, despite the pleas of the then spokesmen, Mr Neil Kinnock.

"Another reason was that the Tories' concentration on standards in schools apparently paid big dividends, while our policies on 16-19 education and training, though potentially popular, failed to get across."

"The good news is that, since the General Election, there has been a shift in public perceptions. Labour now has a narrow lead over the Tories in education, mainly because the cuts in educational spending are increasingly resented. Equally important, education is becoming 'crucial' - one of the cluster of big issues which can actually decide which way people vote."

Outlining his strategy and Labour's priorities, Mr Radice said: "The first battle which we have to win is the 'standards' argument. Here Sir Keith Joseph's Sheffield speech presents us with a great opportunity. For the first time a Conservative Secretary of State has admitted that standards have actually improved. Implicitly, his speech was also an acceptance not only that the comprehensives are here to stay but also that our children have been getting a better education because of them."

"The Sheffield speech also underlines the connection between standards and resources. Clearly, as the HMI reports show, the cuts in spending are threatening standards in many areas. And if Sir Keith's speech is to be translated into action, it will have to be backed by extra resources - a simple point which the Government refuses to admit. We need to press home this argument."

"Our policy of nursery provision expansion is popular and we must emphasize it more."

"So far the electorate has not found our approach on private schools convincing. In the next year or so, we shall need to concentrate on persuading people that private schools are not only engines of privilege and class division but are also heavily subsidized by the assisted places scheme, by their charitable status, and by other tax dodges."

"We have a good policy on 16-19 education and training but the party so far has lamentably failed to put it across. So much so that Labour are third among young voters. If Labour is to have a future, we have got to



recapture the support of young people. The appointment of Barry Sheerman as youth spokesman shows the priority that the leader is giving to the development of our response to the jobs and training crisis."

"We also need to hammer home the point that the Tories' determination to cut higher education means that we will miss the best opportunity for decades to transform our universities and polytechnics. The decline in the numbers of 18-year-olds gives us a chance to open higher education to those who missed out when they were young."

Looking in detail at Sir Keith's Sheffield initiative, Mr Radice said: "Here are some of my doubts. Of course, there is a general acceptance of the need for more criterion-referencing in exams. But we need to be far more cautious than Sir Keith about whether it is possible to create a system which can really measure absolute standards. We also need to question the central role which Sir Keith is giving to a re-designed exam system in the raising of standards."

"One advantage of graded, criterion-referenced examinations might be that individual pupils could take them at their own pace, but we shall lose much of that benefit if we become neurotically anxious and concentrate on exams to the exclusion of anything else. The danger is that as much a 'failure' system as the present system, especially if certain grades are considered 'failure' grades. It could also have a harmful and restricting impact on the curriculum. Exams should be the servant, not the master."

Mr Radice said if Sir Keith had contacted the Curriculum Committee before his speech it might have assisted him in clearing up some of the confusion in the Government's thinking.

"While Sir Keith calls for 'breadth', his Junior Minister, Robert Dunn, describes the Secretary of State's words as a 'rather sophisticated way of saying that we expect the three Rs to be taught and to be mastered properly'. Is it the Government's view that everything except 'the 3 Rs' is 'clutter'?"

"Our view of the curriculum must be rooted in a positive definition of the basic building block of the secondary education system, the comprehensive school."

A broadly-based curriculum, educating for citizenship, should emphasize the attainment of skills, rather than catalogue specific subjects.

Such a curriculum must have as its objective the development of competence, confidence and self-esteem.

Lack of liaison on 11-plus transfers

by Nick Wood

Primary school teachers should meet their secondary colleagues and thrash out common policies for the curriculum, one of the last reports from the Schools Council says.

Otherwise, children will continue to struggle when they change schools, finding much of what they are taught in the early days of secondary school in conflict with their lessons at junior school.

The report concentrates on measures to ensure continuity in language teaching, but its message is applicable to other subjects.

"There is a need for primary and secondary school teachers in common curriculum areas to develop real shared understanding of aims, content and methods. If liaison continues to be the responsibility of pastoral staff and the transfer of records is viewed as 'passing on pieces of paper', there is an evasion of our central thesis: that effective liaison and curriculum continuity are dependent on good quality teacher relationships."

Language across the transition. By Martin Cressy, Frances Findlay and Brian Walsh, Longman Resources Unit, 33-35 Tanner Row, York YO1 1LP.

Teachers influenced by pupils' sex and colour

by Hilary Wilce

Asian and West Indian girls are likely to experience a "remote" relationship with their male teacher.

By contrast Asian boys are likely to get a lot of attention and West Indian boys to receive considerable criticism.

The amount and type of attention that teachers give to boys and girls of different racial groups varies significantly, according to a study of 70 multi-ethnic classes in primary and middle schools. The study also shows that this pattern differs between male and female teachers.

White male teachers give Asian boys a lot of direct teaching. They allow them time to make responses, and give them a lot of praise. But Asian girls have considerably less time spent on them, particularly in terms of direct teaching.

West Indian boys come in for a lot of criticism, questions and directives, while the emphasis in teaching white boys is on imparting information in an

The pressures on Asian schoolgirls - pages 8 and 9
Racism in the teaching profession - page 19

"unstable" climate where there is plenty of time for their reactions, which are then built upon by the teacher.

Women teachers, the study finds, give all their pupils more individual attention than do male teachers. They give more time to Asian girls than would be expected, devoting a lot of time to their feelings and giving them praise than other boys and girls, although their classroom contributions are given low priority.

The study, outlined in the latest issue of *Multicultural Teaching*, points out that teaching styles can affect pupils' self-images. For example, the last teachers given a lot of time and attention were West Indian boys while the last teachers given a lot of time and attention were white boys.

Dr Peter Green, former deputy director of St. Hill and St. Bede's College, Durham, and author of the study, told *The TES* this week that he was aware that teachers had the time to do what they taught: different teaching styles.

He said that he had noted a kind of "double standard" at the beginning of the study, when teachers were trying to get to know their pupils with different teaching styles.



Air studies take off

Although the popularity of aviation courses has taken something of a nosedive in secondary schools, primary pupils' interest in air studies is soaring.

Primary schools are doing an increasing amount of project work on air and space topics (pictured above) and flying themes are being used to teach everything from modern transport to meteorology.

AERO, the Air Education and Recreation Organization, reports an upsurge in membership among primary schools, and has had to produce a junior study pack to cope with this demand.

The kit includes audio tapes of

flight-deck procedures, notes on airfield visits, and a booklet of ideas on how to integrate aviation into junior and middle school science.

Mr Jim Northwood, chairman of AERO, said the organization had recently had to take a long hard look at its objectives, in order to remain up-to-date. AERO was set up in 1967 to

promote aviation courses in schools, but now the emphasis was on relating aspects of aerospace to the existing curriculum, he said.

AERO has 600 members, including schools, youth groups and companies. This year it is planning two courses for teachers. The first, to be held at Manchester Airport next month, will cover air studies, air archaeology and flight experience. Another, in May, at Kidlington Airport, Oxford, will include environmental studies flights and offer optional extra flying.

More details from Aero, Carwarden House, 118 Upper Chobham Road, Camberley, Surrey.

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Fighting cuts tops NUT agenda

by Richard Garner

Teachers have voted to give top priority to a conference motion this Easter calling for a defence of state education against Government attacks.

The move means that the motion which covers opposition to Government rate-capping legislation and the reintroduction of selective education will appear first on the agenda of the National Union of Teachers' annual conference in Blackpool.

In the past two years, the top item on the conference has been taken on by the union and the Government, and the agenda has been dominated by the issue of rate-capping.

Education says that the drastic proposals to be imposed by the Government on local education authorities "will result in widespread redundancy and teacher unemployment."

It also condemns what it terms "the attempt to reverse the advances of educational opportunities for all children in state education achieved in the past 20 years, overtly by encouraging reactionary authorities to abandon the comprehensive system and restore selection covertly by creating selection criteria for the 19th of comprehensive schools by devolving them as Technical and Vocational Education Centres."

opportunities department within the union and establish a national advisory committee on equal opportunities. The union already has such committees on topics like primary secondary and middle schools.

Disarmament retains third place on the agenda with a call for the union to invite representatives of Soviet and American teachers' organizations to its annual conference as a means of helping achieve a greater dialogue between East and West.

Teachers' union officials have said that the Government's proposals for rate-capping would result in widespread redundancy and teacher unemployment.

Adult enrolment higher

by Diane Spencer

Adult education course fees rose by only 5 per cent last year, and enrolments were marginally higher, the National Institute of Adult Continuing Education reports this week.

The Institute says the results of its annual survey of local education authorities fees are "slightly encouraging". The 64 local authorities who replied to the survey had increased fees for non-vocational courses by an average of 5 per cent, compared with 18 per cent in 1982 and 24 per cent in 1981. Fees ranged from 20p to £1.09 an hour, with 28 authorities in the 36-60p range, one at 10-26p, and one at £1.09.

The average rate for examination courses was 37p an hour - 1p up on last year and 2p up on 1980. Local authorities had increased fees by 10 per cent in 1982 and 15 per cent in 1981.

for the unemployed, the old and handicapped people. And for education. There was a slight increase in the percentage of authorities not charging for basic adult education (55 per cent in 1983, compared with 53 per cent in 1982).

Although the survey showed a small increase in enrolments - around 5 per cent - the Institute points out that only 48 local authorities provided statistics on numbers.

Mr Martin Warburton, assistant secretary of NIACE, said it appeared that people would accept an increase in fees when it matched the inflation rate. But they dropped out of course if the increases were way above that. This happened whether or not they had an I.L.A. with high fees.



Hilary Wilce talks to Asian schoolgirls about the pressures they feel from home and school

Walking the tight-rope between two cultures

An Asian schoolgirl in Coventry turned to her teacher in despair because, she said, her father was beating her badly.

The teacher, at a loss about what to do, directed her problem through the school's official channels. A note was sent to the father asking him to discuss the situation, and a meeting was arranged for the last day of the summer term.

The meeting resolved nothing and the father, furious at the school's refusal to let his daughter leave school, threatened to withdraw her from school.

Some would say this episode is merely typical of the blundering and inadequate ways in which schools handle the needs of their Asian girl pupils. They claim that most teachers are unwilling or unable to respond sensitively to these needs and that

when efforts are made they are often totally misdirected.

The majority of teenage Asian girls are the British-born offspring of first generation immigrants. As such, they can walk a tight-rope existence - the normal tensions of adolescence stretched to breaking point by the differing expectations of home, school and themselves.

And a growing number are now teetering or falling. Last year the case of 19-year-old Jenny Slinota, a polytechnic student who had to leave her economics course because her father would not sign her grant form, highlighted the kind of clash that can occur over a girl continuing her studies.

The National Union of Students says it has more than 300 similar cases on its books, and numbers are growing rapidly, while schools report that this is only the tip of the iceberg. Many more girls have to leave school before they have finished their studies, and before the question of further education even arises.

In another case, a Cleveland schoolgirl asked to be taken into care because her father wanted to send her to Pakistan to be married.

Arranged marriages are actually not the problem that Westerners often think, and are still accepted by the majority of girls. Even so, school with a high proportion of Asian girls reports a high incidence of problems concerning particularly unacceptable marriage plans.

Difficulties can arise over school dress, physical education and after-school activities, and mixed classes - all areas where the customs and traditions of a British secondary education clash head-on with what many Asian parents consider desirable for their daughters.

Most girls adapt to their two worlds with admirable skill - often by keeping home and school as separate as possible. Teachers of Asian girls know that school notes often never reach home, and that the freer aspects of the school day go unreported.

A group of Birmingham sixth-formers told *The TES* that they quite definitely considered they had two lives.

(The writer, Surinder Singh, Surinder, is a teacher at a school in Birmingham.)

(not their real names) are typical bright British sixth-formers, lively and opinionated. Between them they are taking an impressive clutch of A levels in maths, law and economics - but unlike most sixth-formers they have no idea what they might be doing this time next year.

Jasvinder says: "You do all these Os and As, but if your mother-in-law says you are not going out to work, you have to stay at home and do housework, then that's it."

The uncertainty is a fact of life. Just as changing from school uniform to Shalwar Kamiz (the traditional dress of the Punjab), from English to Punjabi, and from noisy self-expression to a more subdued form of behaviour, are all part of the daily routine. To cope with it, the girls make endless small adjustments.

"If I'm talking on the phone at home my Dad listens upstairs," says Surinder. "If it's something I can't talk about I say 'Oh I'll talk to you at school'."

But the balance is precarious, and not all can maintain it. Veena, another of the sixth-formers, claimed she was very near to running away from home. A self-confessed rebel, she wore jeans at home and answered her parents back.

"She had nowhere to go, and a friend of hers who had done the same thing had been brought home by her parents and was now advising Veena strongly against taking that course. But she still saw no other way out of her life's narrow groove."

Indeed for many Asian girls, life out of school is strictly bounded by religious and family gatherings, the television and the video. As Surinder said, she has to be allowed by her family to visit a friend nearby "but I would take a week for them to check it out."

Such difficulties can pose a real educational problem. Mrs Patricia McElroy, head of Belle Vue Girls' School, in Bradford, which has a 50 per cent Asian enrolment, points out that it narrows classroom discussions and references. "And what do you do when it comes to English O-level essays and the subject is 'the role of the family'?"

Some of my girls have never seen the country, let alone been to a walk in the park.

Some schools have tried to provide a greater awareness of their pupils' backgrounds, and of their

of schools to make such links. They require enormous time and effort which few teachers seem willing to give, she says, and when attention is paid to local wishes it is usually the wrong kind.

"There are headmistresses here who are terrified about what community leaders will say. But who are these community leaders? Look at what the consultative procedures are in Manchester. They go to the mosques and on and those people often take a fundamentalist line. It doesn't reflect what people think at street level."

Such procedures encourage racism, she believes, by highlighting only the extremes. "Teachers end up saying 'You are not allowed to do this. It is not in your culture'."

Ms Hazel Taylor, equal opportunities adviser to Brent, also cautions against cultural assumptions, pointing out the danger of "the Asian girl stereotype - that is, of a demure and passive creature, quietly awaiting her early, arranged marriage."

Many teachers quiz her about what they should do about teaching equal opportunities to Asian girls. Her reply is that if they believe that providing non-sexist education is in the best interests of pupils, then it would be discriminatory and racist to exclude some groups of girls from this.

However, she also points out that real change must come from the women in any culture, and that teachers have a responsibility to learn from Asian women the ways to move ahead in this area.

Some schools are making home visits to break down barriers. Belle Vue school, a social was held for the mothers and young children of first-year girls. As a result, the school is now hoping to set up a "cultural" system of street group mothers with daughters at the school.

In Birmingham, one head gave an example of the kind of compromise that schools can help work out. A girl came to her "absolutely terrified" by having to marry a boy her parents were bringing over from the subcontinent.

She talked to the parents and got them to agree that the boy would be brought over but that the marriage would be postponed for two years while he settled in Britain. The parents would then be reconciled to the idea.

Moysa have also been made of a video by the Women's National Commission, which advises the Government on women's affairs. It draws the attention of Sir Kenneth Joseph to the needs of Asian girl pupils in a report on girls' secondary schooling.

Among its suggestions are that the question of "father's signature" on grant forms be reconsidered and that girls should have the opportunity of

learning their mother tongue in secondary schools.

The commission pointed out that schools must develop contacts with parents and communities if they are to be able to tackle sensitively problems of school attendance, performance and participation.

It is also suggested there was much to be learned "from the enlightened attitude of the Asian communities in relation to the study of science and mathematics of girls and boys, and the high value many parents place on education."

Ms Delys Wood, commission secretary, said it was in correspondence with the Department of Education and Science about the report, and that the issues it raised had reached ministerial level.

"We are saying that if there are resources available, then they should be turned to this problem." However those who had given evidence to the commission on this area had felt the problems could be worked through in time, she said, although they had warned of the dangers of allowing single-sex "ghetto" schools for Asian girls to evolve.

In Manchester a school-based counselling service has been set up for Asian girls, with a five-year grant from urban aid funds.

Jane Pankhania, a full-time counsellor with the scheme, runs an Asian girls' group at the school where she is based, and also sees girls with individual problems.

She sees her main task as being to help girls work through very deep conflicts about their identity. They come up through an education system which stresses that white is superior, she says, and have enormous pressures on them to conform to an Asian and wider society.

"People used to think that Asian girls were torn between two cultures and that there was a blueprint for dealing with it by making them more emancipated. But it all needed to be worked out at a far deeper level, with someone who sees something positive

about being Asian."

Schools could help, she suggests, by looking more closely at the pastoral needs of children of all backgrounds. Teachers need a greater awareness of their pupils' history and background, and of their own innate biases as they teach, and better links need to be built with families.

Such developments are urgently needed. At present many schools report sky-high absenteeism among their Asian girl pupils. At Belle Vue, for example, in one year group in one week last December, there were 166 half-day absences by Asian girls compared with 36 non-Asian girls.

"And this wasn't a particularly bad week, weather-wise," Mrs McElroy said. "Girls are simply too useful at home."

This is reflected in a pattern of sporadic days and half-days off school, rather than in pupils missing for days at a stretch, and in notes giving a wide variety of domestic reasons for being away. "My sister's niece came from Birmingham" and "My uncle died in Pakistan and we had a day's mourning at home."

There is also a vociferous and continuing lobby for Islamic schooling within the state system which, although not widely supported, could grow if cuts and falling rolls continue to rationalize single-sex schooling out of existence.

The dilemma, for local authorities, is a difficult one. In Manchester, for example, two years ago, Whalley Range School was allowed to keep its sixth-form, at least in part to provide single sex places for Asian girls. But the city held out against pressure from Asian parents on the other side of the

city who kept their daughters from school in a bid to have all-girls provision offered closer to hand.

Mr Gordon Conquest, chairman of the Labour-controlled education committee, echoed the thoughts of many local authority leaders when he said: "Any attempt to alter our admissions procedure to give religious and cultural preference for a state school would be going along a very dangerous road."

But in less fundamental matters local authorities find it easier to make compromises. Derbyshire's education committee has just ruled that traditional dress is permissible in schools, following a stay-at-home strike by Muslim girls, while day-to-day most schools find it possible to permit track suits for physical education, to provide reasonably acceptable school meals, and to organize school trips and visits to suit parental requirements.

These small moves could herald slower, more fundamental changes. In Bradford, Mrs McElroy detects a small stirring of what she hopes might be a basic shift in attitudes towards education for girls.

More and more pupils, she says, are now being allowed to stay on in the fifth and sixth-forms, which means they get some qualifications before marrying and having their families. This, in turn, means that if they then want to continue their studies a few years later they have a foundation on which to build.

One of her former pupils has done just that, training as a teacher after having her children, and is now about to join the school staff. Her example could well have a great deal of influence on future pupils, she feels.

And in Birmingham, the sixth-formers were adamant that they would bring up their daughters rather differently. They would understand the value of an education, they said. They would know why friends could be as important as family, and they hoped they would be slightly less in awe of what community elders might think if their daughter wanted more independence.



Many Asian girls are still obliged to leave school before they have finished their studies.

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SCHOOL TO WORK

Is the Government's decision to give the Manpower Services Commission a big share in the funding and control of college courses based on fact or myth?

Are colleges really failing to meet industry's needs, as last week's White Paper implies?

And will the Commission's officials be any better at

choosing the right courses for colleges to run? How are they going to decide how to share out the slice of education service money which will now be in their gift?

The TES asks employers, college principals, and others, including the MSC's own chairman, Mr David Young. Reports by Mark Jackson, Philip Venning and Diane Spencer.

Commission's FE cash 'up for grabs'

The Manpower Services Commission has little idea how to spend the £155m of further education money it will control next year. It plans to ask the education service to help it decide.

Mr David Young, the Commission's chairman, told *The TES* this week that his officials could not claim to know better than the colleges what courses they should be running. All the Commission could do was to try to help them get it right - and it did not yet know how to set about it.

"It's all up for grabs - I've got a completely open mind," said Mr Young.

He refuses to take up the challenge from the local authorities and teacher groups to say how the MSC's regional intelligence network can gauge employers' wants more finely than colleges and further education examining bodies who already have strong employer representation at local and national levels.

Employers' organizations such as the CBI and the Institute of Directors convinced ministers that a change was needed and the responsibility had now been put on the Commission. "We've been given no option," insists Mr Young.

But he throws in some anecdotal evidence. For example, he claims, one day last summer four principals in turn begged him to take over their colleges. He also mentions Devon's problems over filling its YTS places as an indication that some colleges do not understand what employers require.



David Young... open mind on courses

One test, Mr Young suggests, is the one applied by the Commission to its own Skillcentres - that is the success rate in placing trainees in jobs on completion of their courses.

He would have preferred the Government to have consulted with education interests before announcing the decision if he could have been sure that they were prepared to agree. But no consultation was preferable to a long drawn out wrangle. "We haven't got 10 years to waste," he says.

But now that the decision has been made, he wants the fullest consultation - "We have to start with consulting about how the MSC will consult with the education service and the other interests."

"We want to set up a partnership

with the colleges. We don't want to interfere with them unnecessarily, and it may be that in many cases we will simply endorse what they are doing and leave them alone," says Mr Young.

His preferred plan is to set up a national steering group, similar to the one which runs the Technical and Vocational Education Initiative pilot programme, to work out criteria for the college courses and to decide what changes are needed and how they are to be brought about.

It would need to consider how to set up local arrangements for ensuring that college provision is closely attuned to the local jobs market and to employers' needs.

Mr Young points out that the TVEI

steering group, representing educational and industrial interests, has ensured that the pilot programme has been largely shaped to meet the ideas and goals of the educationists and to avoid the dangers which they feared it entailed.

He admits that this has meant that the programme was rather different from what he had envisaged, and says he is prepared for the same thing to happen in further education.

There's no question of the MSC wanting to take over bits of education. We want to provide the means for the education service to get down to tackling some of its own problems. He does not believe that the Commission will ever need to increase its share of college funding beyond the level that the Government has announced.

The steering group needs to be set up within the next two or three months, says Mr Young. He estimates that it will take two or three years to carry through the changes likely to be required.

One area in which he thinks a steering group will want to take quick action is in increasing the provision of in-service training courses for teaching staff and others involved in training schemes. Another area needing quick action is information technology where more courses are needed. An area which he believes is likely to be cut back is mechanical engineering.

And he hopes that it will be possible to coordinate work of the colleges closely with that of the Skillcentres.

We meet industry's needs, say colleges

College principals are adamant that they do what they can to meet the needs of local industry. Where they do not, they say, it is either because firms have no clear idea of what they want, or because the colleges cannot afford to modernize their training sufficiently.

Mr John Hicks, principal of Walsall College of Technology, said that as a big college it was able to respond to the needs of a wide range of firms in the area. It had advisory committees including employers in all the main subject areas; it offered services such as materials testing or translation; it had small firms specialist equipment and mounted courses in employers' premises.

For example, the college had also put on a special series of courses for firemen on water.

Mr Hicks said: "I'm sure there are services we aren't providing. Firms often aren't aware of their needs or know how to articulate them."

Another problem was commercial secrecy. In the past the college had approached firms about fitting in with their long term strategy, only to be told that this was confidential.

Mr Hicks believes that in-house training is increasing, often as a result of redeployment policies within the company.

Mr Clive Brain, of Rotherham College of Arts and Technology, said colleges varied considerably in the facilities they had with local industry. But he greatly resented the implication that they were not doing enough.

There was a real difficulty, however, in serving small firms. Big local employers such as British Steel and the National Coal Board had large training programmes and knew their own requirements.

But the college had students from more than 850 companies (not including those concerned with YTS), mostly garages, shops, estate agents and so on. Finding out what they wanted was nearly impossible. The college had to take the initiative and offer what it hoped would be suitable.

Most colleges were market conscious but they did not have the resources to buy expensive teaching machines in robotics, computer-control, and so on. If the MSC involvement meant more funds for capital equipment, then this would be welcome. But the method of allocation was crucial - the last-minute scramble of YTS was not encouraging.

It was also essential that there was a coherent policy on the proportion of money earned by colleges that they were permitted to keep. In some areas this actually discouraged colleges from forming links.

"There is now definitely a need for some fundamental reorganization, such as a single Department of Education and Training," said Mr Brain.

Norton Radstock Technical College is a small college in Avon. Set up to serve the now-defunct Somerset collieries, its principal, Mr Alfred Edwards, said that when the MGB pulled out, the college turned to providing training for the large Pailton printing works.

But with local government reorganization, this moved elsewhere. As a result the college was left trying to meet the needs of many small local firms and the surrounding farmers. At now runs courses in agriculture and agriculture engineering, and is expanding a course in horticulture.

Local employers were not said much new technology, so there was no need to build on the experience of

immediate demand for them to update their equipment.

Mr CP Gray, principal of St Helen's College of Technology, said he would be at a loss to know what more he could do to keep in touch with industry. The college worked closely with Pilkington, the glass makers, though most courses were in basic engineering.

He blamed firms for poor manpower planning and for not having a clear idea of what their recruitment, let alone their training needs, would be a few months off.

St Helen's had tried to offset the decline in traditional training by offering updating courses. For example, training officers in electronics and hydraulics in the mines.

Mr Gray said: "I think there is a large problem. Firms don't come to us because they don't think of us as able to help. But in the case of management training they will send someone to an outside who will charge three times as much for the same course we could offer. They do not want their managers to go to the same places as their apprentices."

Sometimes this willingness to go to private training organizations stemmed from the false belief that more expensive meant better.

Mr Gray did concede that some traditional exam board syllabuses were a disservice to some of the more advanced students.

Another problem was that the only real way of meeting the requirements of small companies was through distance learning, but this entailed disproportionate staff time and caused difficulties over conditions

of service.

Mr R J Taylor, principal of Merthyr Tydfil Technical College, said that the college had been approached by local industrialists and, more significantly, local trade unionists, to run courses in aspects of new law - for example, on health and safety.

The college had regular, informal contacts with Hoover, Thorn Lighting and other local firms and had been asked to provide updating courses in new technology.

The obstacle to this was shortage of trained lecturers. "We have a low turnover of staff. We have plenty of people who are good with spanners but not with new technology."

Industry was very polite, but would probably concede that some colleges were not as modern as they should be. The MSC should consider giving priority to staff training.

Outside agencies were often more attractive to colleges because they could be cheaper - they were open all year, 40 hours a week, and had no major premises costs, while the lure of expensive management courses, held in plush hotels, was obvious.

Mr H G Clarke, principal of Windsor College of Further Education, said his staff regularly visited employers.

The college did not try to train people on specific expensive machinery, but did teach basic principles. GEC, for example, had introduced a computer-assisted design office. The manufacturers provided all the related training. But the college was asked to provide more general courses for other employees who would be indirectly affected by the change.

Biddy Passmore traces DES moves to keep its hold on further education

The power struggle behind the scenes

The Department of Education and Science tried last autumn to fight off the move to give the Manpower Services Commission a bigger stake in further education and urged the establishment of a Department of Education and Training instead.

But it is understood that the DES counter-attack, never wholeheartedly supported by Sir Keith Joseph, the Education Secretary, was vetoed by the Prime Minister.

She was persuaded by Mr Norman Tebbit, then Employment Secretary, and Mr David Young, MSC chairman, that only a body with direct powers of intervention could force further education to change tack and bring its courses into line with industry's needs.

Mr Thatcher's opposition to the DES proposal was strengthened by her long-standing distrust of what she sees as the department's over-academic ethos and by her great admiration for Mr Young. The plan also suffered the disadvantage of being an Alliance manifesto commitment.

Some staff would be seconded from i.e.s.s. to the commission, both at headquarters and local level. And the Education Secretary would assume responsibility for consulting on the representation of local authority interests on the commission - although members would continue to be appointed by the Employment Secretary.

The finishing touches were applied to the eight paragraphs outlining the scheme just before Christmas. They were simply to be inserted into a White Paper already written by the Department of Employment, setting out its response to the MSC's adult training proposals and the future of YTS.

Local authorities were not consulted about the plan because ministers felt that awaiting their response - which was bound to be hostile - would only delay matters.

But i.e.s.s. will treat the White Paper as a consultative document in vain. The Government has no intention of changing its mind.

the Technical and Vocational Education Initiative, they argued, and extended MSC intervention into non-advanced further education? After all, TVEI had been warmly embraced by local authorities after initial protests.

But DES officials were alarmed by news of the proposed take-over and decided to counterattack with the plan for a Department of Education and Training. When that was rejected, the DES acted to limit the damage. Officials managed, at a series of autumn meetings, to beat down the share of further education to be colonized by the MSC to 25 per cent of the work-related courses.

A further concession was the granting of a bigger say for the education service in the Manpower Services Commission. Decisions on what courses the MSC should support were to be taken in consultation with the education service, and would take account of local authorities' own spending plans for non-advanced FE.

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Loans seen as start of paying for education

Leading figures in industry and education fear that the row over further education funding is overshadowing more far-reaching announcements in the White Paper.

They agree with Mr David Young, the Manpower Services Commission's chairman, that the Government's endorsement of a national adult training strategy is a momentous step.

But they do not all share Mr Young's unreserved welcome for the terms of the Government's approval for the strategy, which is based on MSC recommendations.

Critics of the White Paper say that Government is interpreting the recommendations in a way which is bound to provoke major conflict with the unions and parts of the education service.

The MSC recommendations released to the press this week closely follow the draft versions reported in *The TES* last autumn in outlining requirements for a coherent system of education and training closely related to the needs of the economy but also providing for the needs of individuals.

They suggested how the MSC could help industry and the education service to bring this about, reshaping its own programmes to fit in. The recommendations skirted the question of funding training, saying only that the whole issue needed to be reviewed and that the review should include a look at the possibility of guaranteeing bank loans to individuals to pay for their own training.

The White Paper simply announces that the Government has decided how training should be funded - mainly by



Loans for trainees... the shape of things to come?

employers, with trainees contributing by accepting lower wages or financing their own training. It tells the Commission to go ahead with the loan scheme.

Critics say that the White Paper has introduced the principle that people will have to pay for their own training unless they can get an employer to do so. And some suggest that it is the first step towards making them pay for various kinds of education.

TUC officials have been saying all week that their representatives on the Commission only agreed to the loan proposal on the understanding that it would be part of a wider review of funding and that they would now block the scheme.

But Mr Young told *The TES* that in his view the TUC commissioners had, while expressing their reservations, voted for the recommendations, and that the exploration of the loans scheme would now go ahead.

The only way of stopping it would be for the commissioners to decide for

mally to go back on their decision - which was always possible but highly unusual.

In fact, a statement from TUC general secretary, Mr Len Murray, this week, attacking the White Paper's approach to funding said only that a loan scheme "is no substitute for proper help". He made no commitment to fight it.

The Murray statement attacked the White Paper's announcement that the Government - which is already docking the benefit of 16-year-olds who refuse to join the Youth Training Scheme - will look at what further steps it may take over their entitlement to benefit.

Mr Christopher Price, former chairman of the Commons Education Select Committee, told an Education Alliance conference at Birmingham at the weekend: "The White Paper is really about loans for adults - the thin end of the wedge of abolishing the student grants system."

Employers believe MSC would not improve colleges

Employers claim to be generally satisfied with the service they get from local colleges. But they believe that colleges are often limited in what they can offer and may be unsuitable for specific training. Several say they are now doing more in-house training than in the past.

Mr D J Butler, group training manager of Automotive Products, Leamington Spa, did not believe the MSC could improve on the local college's service. The college coped well with constant changes in the motor industry's manufacturing techniques.

"When we have gone to the college they have been very willing to listen and devise the right solution," he said. For example, they had arranged a course teaching electronics to workers with traditional electrical skills. "If they'd left it to us, we would have missed something important but not been able to please everyone," he said.

It was inevitable that colleges would not be able to produce general courses they would suit a wide range of employers. But it was equally inevitable that firms would be unclear about what they wanted, Mr Butler said. That would not change, whoever was running the system.

Mr Fred Walpole, senior training officer for Michelin Tyres in Stoke-on-Trent, is also a governor of the local college. Michelin was typical in that it did a high proportion of its own training, he said. It was especially keen that young people should do off-the-job training in an industrial rather than a college atmosphere.

Michelin had also found that it could run short courses more specifically tailored to their needs, and which did not have to fit in with a college timetable.

Each year local companies meet college representatives and "debate everything, including restructuring of courses and whether we need new ones", he said.

The MSC did not really know what a college offered and how it was run, he said, because many of its staff had no education and training experience.

But he feared that colleges would lose students because employers were not prepared to pay the high fees for

timetable. But it did use local colleges for some background courses, for example in the computer language BASIC. Some of the firm's training needs could be met by the development of open learning, particularly in the case of employees who wanted to continue earlier studies.

As a result of YTS the colleges were beginning to become more flexible, offering roll-on, roll-off courses, and this was an encouraging trend, he said. Some were trying to update themselves, with partial success. But there was no point in all colleges offering courses in the same new technology. Some rationalization was necessary, and the MSC might be the right body to undertake it.

Mr Bill Nicholls, employee development officer of Chubb Lock and Safe Co. Ltd., said his company's Wolverhampton division had a good understanding with Walsall FE College, which had always responded to its needs.

Just before Christmas Chubb had asked the college to put on a five-day course over five weeks for 18 apprentices in electrical engineering. "We discussed it with them, working out a programme, price, and teaching methods and there was no problem at all."

Each year local companies meet college representatives and "debate everything, including restructuring of courses and whether we need new ones", he said.

The MSC did not really know what a college offered and how it was run, he said, because many of its staff had no education and training experience.

But he feared that colleges would lose students because employers were not prepared to pay the high fees for



Colleges cannot please everyone because they have to produce general courses that suit a wide range of employers.

YTS courses the MSC had imposed. "We pay twice, once through the rates and again in fees." This would drive employers into pooling resources and setting up their own training schemes.

Mr Ron London, group training manager of John Mowlem, the construction company, said he did not understand the criticism of FE colleges. "I have no great regard for the MSC - they have not done a good job with the YTS."

Mowlem uses around 32 technical institutions in the country at any one time, with about 320 to 340 of its 3,500 employees on day release.

"It was never intended that the colleges should be teaching industrial experience, but the technical education element, and they do it very well, in some cases admirably. It is our responsibility to teach them industrial

practices.

"If some college courses are out of date it is invariably the fault of industry as it should have more contact with education and take back lecturers for industrial attachment - which we do."

Mr D W Jones of Westinghouse Brake and Signal Company, the biggest employer in Chippenham, Wiltshire, said the local colleges were by no means out of date. Their computer and microprocessor control courses were well organized.

Westinghouse was probably doing more in-house training, and was more likely to run short courses for managers than look to the colleges. But it used the colleges for courses in languages, computer, appreciation, and other subjects. For anything requiring direct training it would look to the Skillcentres.

Colleges cannot please everyone because they have to produce general courses that suit a wide range of employers.

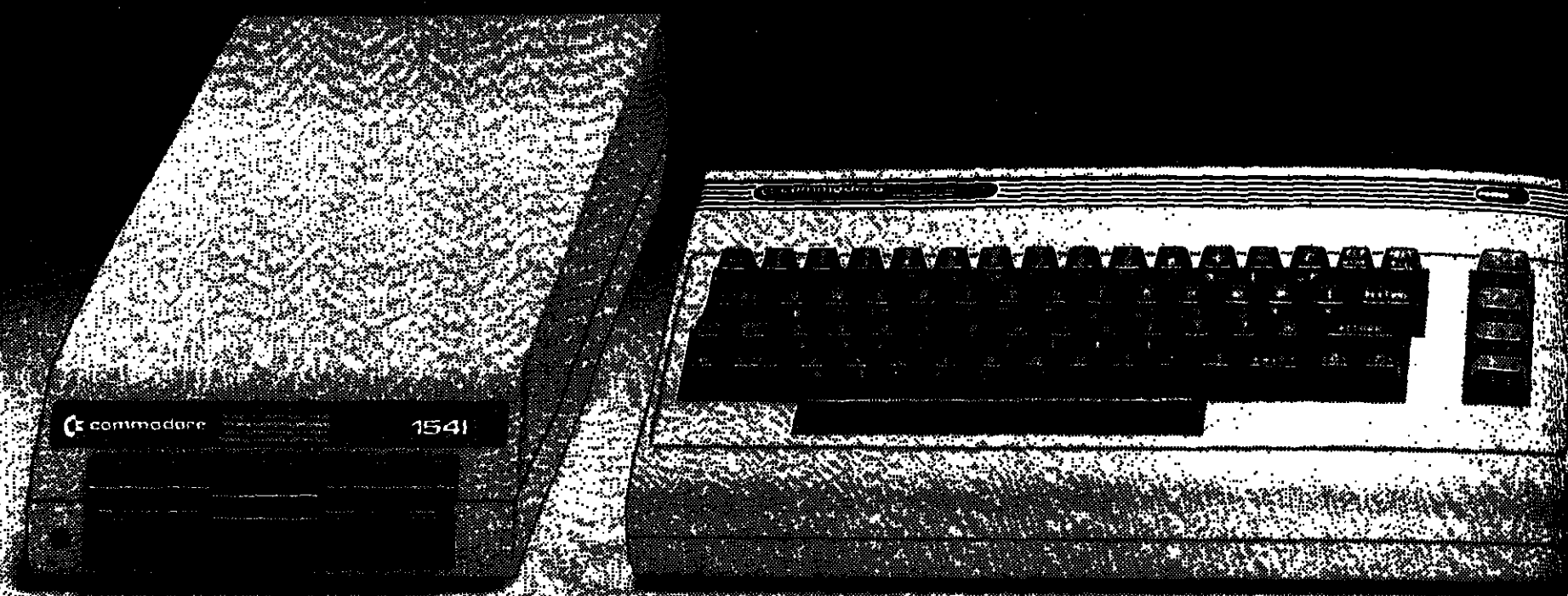
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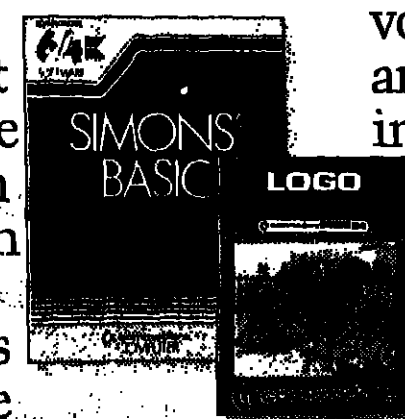
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TALKBACK

Putting on the style

DENNIS CARTER

Management has become the fashionable obsession among the administrators of primary education. As with other fads it has spawned leaflets, pamphlets, books, a plethora of courses and a jargon all of its own and has cornered critical resources.

I wince when I hear about the endless discussions and simulations on the theme of "management styles" and am sceptical about the motives of the "management people" who seem, willy nilly, to push techniques successful in commerce and industry. After all, none of our products can be sent to the shredder or be sold off at seconds shops. Each one is important, no matter how damaged by life.

The recent growth of hardfaced utilitarianism has seen a new kind of primary headteacher being appointed whose main qualifications seem to be in management rather than teaching. These new heads usually believe in footproof syllabuses, record-keeping systems and assessment procedures. Their response to problems is not guided by their own humanity so much as by the style of management which they have adopted or been taught.

This is folly. You cannot create a good primary headteacher. The task of getting good headteachers into the primary schools is the responsibility of appointment committees rather than management "experts". The heavy investment of resources into primary management courses by local authorities shows, perhaps, a lack of confidence in appointments.

However, there are many very successful primary headteachers who manage their schools well. They share many similar qualities: a strong commitment; a high level of teaching skills; sympathy and compassion for children, teachers and parents; a well-developed imagination to anticipate the likely results of various courses of

action; and a sense of the individuality of this individuality that the legitimate management style of headteachers develops.

Auteurs distance themselves from the day to day business in their schools, tending to set the patterns, procedures and standards and expecting them to be met by their teaching staff. They do not get involved in lengthy discussions with all members of staff but tend to percolate their wishes via their deputies or senior staff. Quite a number of the very best of the Oxfordshire schools of the fifties and sixties were managed in this way. The disadvantages are obvious; autocrats cannot know what is really taking place in their schools so they can become too reliant on senior staff, creating little power bases which can harm the development of younger teachers.

Democracy throws open all decisions to the consensus view. So a school's policies are really set by staff, chaired by the headteacher. This sounds like an ideal management style until one looks more closely at the nature of a primary headship in our society. The headteacher has the final responsibility and must argue the school case to a public at large which is not necessarily committed to the niceties of democracy. Strong senior staff may easily mobilize the majority towards policies which are not wise and to which the headteacher is not necessarily committed. Whereas autocrats give off the aura of strength and confidence to the general public, democrats create a feeling of insecurity.

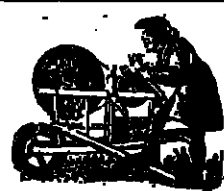
Heads who are exceptional teachers and who heavily involve themselves in the classroom, lead from the front, by example. They may make a great contribution to the lives of their own class but find it difficult to make the same sort of impact on every class. So their success depends upon the size of the school. As for their success in the management of their teaching staffs, this is more difficult to predict. The articulate will be able to show other teachers how to do it. The main disadvantage here is that they will tend to promote "the way, the truth, the light" rather than managing to develop the individual strengths of each teacher. They may also find themselves in difficulties with the other management tasks, with domestic staff, parents and the community at large.

Heads who encourage teachers to do their own thing are relying on their own ability to see potential and make wise appointments. They provide only the most general of guidelines and proceed by encouraging good work as and when they find it. They tend to "pop in" frequently to the classrooms and usually enjoy excellent relations because they are never threatening or demanding. Obviously, they are dependent upon the quality of their staff and can become hostages to it. If there are gifted teachers then expertise and skills will be passed on to young teachers in the encouraging atmosphere. There are many highly successful exponents of this "style", but it is somewhat risky.

Consultants have definite ideas about how they would like the schools to work. They know that most staffs contain some poorly motivated and unsuccessful teachers and will confront them if necessary. They proceed by steps, presenting clear arguments and showing respect for alternative points of view. They will only yield ground if the counter arguments are convincing. The danger of this style is that consultation can become something of a "whitewash": a sign to extinguish opposition. Done properly, however, this style is the most straightforward.

These "styles" arise out of the innate personalities of good headteachers. None of them represents any single head, for most are made up of a number of styles. They are certainly not methods to be copied by ambitious Wilks kids on management courses.

Donald Carter is headteacher at a Tel Aviv Junior School, Shotton, Deeside, Chyr.



AXEGRINDER

There is a shop in Paris called *Externu-nateurs des animaux nuisibles*. Their efficiency is demonstrated by a window display of 25 stuffed rats hanging in a dusty row by their noses from the firm's patent traps. Captured, we are informed, at Les Halles in 1922. Other fiendish devices include mole bombs, *Rattide Canadien*, and mouse guillotines attest to a seriousness of purpose in the elimination of pests.

Back on this side of *la Manche*, many local parents have just received a friendly letter about a well-known pest... it refers to a "remarkable little survivor" - no, not the assistant schoolkeeper. In this instance, the writer is referring to "The Head Louse".

Not so long ago my own children were afflicted. The chest clearly felt he should get in first. "Of course, they prefer clean hair." Clearly he'd been got at by a string of agitated parents. "Princess Anne's have had them, you know," he continued. Is William to be next in the royal line?

Nowadays, according to our letter, "community medicine" is lifting the "conspiracy of silence in which both individuals and whole communities have concealed the problem." We are told that the hair of Egyptian mummies houses the little fellows, and there are "numerous references to the louse in literature from the time of the Greek classics" - most reassuring for the cultured elite on the right side of the tracks. If Homer, Aristotle and Plato had them, why should we feel ashamed?

But now it's a friendly problem, and we must all, schools, parents and children, "come out" over them frankly, openly and cooperatively. No longer need I feel ashamed as my child calls out to the rest of the bus "Oo, look there's my nit lady!" Gone are sideways glances to the contaminated school with their hair still odorously damp from "the treatment".

The infants are sent home with identical little paper packets containing shampoo (if necessary), carefully marked with their names and the cheery letter. So effective is this strategy that children withdrawn for "special needs" burst into tears for they too want "a present" to take home like the rest. The teacher suggests they wrap up their word-nits instead.

There are even school policy statements on infestations. During a recent meeting on "Equal Opportunities Policy", one primary head whispered to her colleague, "Your piece on nits is awfully good. Can I borrow it for my parents' handbook?"

Bringing pests into the open like this need not end with nits. Some educational institutions are alive with pests of various kinds. Culture and Anarchy Comp, never far from the brink of some crisis, has its own *animaux nuisibles*. During the holidays, the staffroom carpet has become a breeding ground for fleas. But the union rep acts swiftly to avert a walk-out. A loud thump on the door brings an angry Head of CDT to his feet to admonish the intrusive pupil.

However, the casual intruder, portly, masked and with a huge metal cylinder on his back, is the Environmental Health Operative. He is spraying already and soaks the shoes and trouser bottoms of the H of CDT. "Don't you worry, squire, dries up beautiful," he says and carries on.

Nothing below knee level is untouched: coffee tables, mottled cups, rubbish bins, the well-fingered copies of *The TES* and the untouched pile of *The Teacher* left in the corner next to the Banda fluid. It is the first time in many years that the stench of



Red on black

TOM HASTIE

Few would disagree that racial harmony and mutual respect for the various cultures to be found in modern Britain is highly laudable and desirable. Indeed, I presume that this lofty aim is the *raison d'être* of multi-ethnic education. However, an increasing number of people in this country are much concerned about the clumsy, counter-productive manner in which multi-ethnic education is being implemented by many, i.e. a and because of the blinkered outlook of the race lobby generally.

By race lobby I mean community relations, personnel, multi-ethnic education inspectors and advisers, vote-hungry politicians, members of local authority committees on immigrants' needs, and police monitoring, patronizing liberals, immigrant pressure groups and the like. In other words, I mean those with a vested interest in keeping race in the forefront of people's minds.

This lobby seems bent on polarizing the races, thereby creating genuine racial harmony more difficult to bring about. It is also counter-productive in a wider educational sense because of its tendencies to foment the laws of logic, criticism of a specific black person or group is immediately confirmed as a general criticism of all blacks. This is uncomfortably like the *media's* *opinion* of totalitarianism.

It is also disturbing how the race lobby immediately labels any criticism of its methods as politically reactionary and "racist", thereby "thereby" to bludgeon even its sympathetic critics into silence.

The last people to make race a key social and political issue were the Nazis, and we all know what that led to. As it happens, I am a political animal, reading something of the left and right, and I am not averse to the

gladden the heart of the Right in this country. The industrial holocaust, with its casualty figures of millions of unemployed, including very many blacks, has nothing to do with race. It is a matter of cold-blooded class warfare waged from above. To mislead the role of class in this country today is to collaborate with those forces which are the real enemy of blacks and whites alike.

As a citizen, as a socialist, I protest at how the race lobby, in spite of its vociferous claims to be radical and progressive, is, in effect, doing the dirty work of the British ruling class. To the race lobby I should like to repeat the plea made by my fellow-countryman Oliver Cromwell when he said: "I beseech ye, in the bowels of Christ, to consider that ye may be mistaken."

Convincing pupils that blacks have had a monopoly of human suffering and exploitation, trivializes the sufferings and struggles of the indigenous working class over the centuries. The only group with a monopoly of suffering and exploitation is the poor, whatever its colour. Surely the real task for the educator is not to try to estimate whose chances weigh the heaviest but to be on the side of all those trying to throw them off.

Denouncing "all whites as racists" attributing to whites a monopoly of racism, fosters paranoia and hatred in spirited black youngsters and, puts their white counterparts in a constantly defensive frame of mind which must surely be helpful to the recruiting agents of the National Front.

Anyone with experience of multi-racial communities, such as schools, knows that the racist attitudes of many can be bitter and vindictive. This is deplorable, but it is, unfortunately, only too true. Indeed, the practice of attributing to whites a monopoly of racist attitudes makes it difficult to avoid the conclusion that the race lobby is more anxious to be anti-white than to be pro-human.

The determination to convince on racial issues, and not least the

FEATURES

Skin Flick

Increasing numbers of school-children are disfiguring themselves for life by self-tattooing, Hugh David reports

Time was when tattooing meant a leggy Betty Grable on the arm of a sailor. It was rare, butch and professionally done. Now all that has changed. Like the Campaign for Nuclear Disarmament and Islington, tattoos have gone up-market - I was even told of a London barber with one - and in a parallel move, resolutely down.

Forbidden by the 1969 Tattooing of Minors Act from so much as entering a professional tattooist's studio, an increasing number of school-children are now tattooing themselves. But unlike the sailor's Teutonic images, the crude skulls, crosses, initials and slogans with which they are adorning their hands and forearms - "mother", "UB 40", "CJ 4 PD", "True love" or even "True love" - are rough and ready scratchings, hardly more than a form of live graffiti.

Teacher Jenny Howells, who runs a London home tuition centre, has seen the practice develop among the children who work with. "For a lot of them it's a mark of their despair," she said. "After all, you've got to be pretty desperate to go in for that sort of self-mutilation."

"One of my lads came in with 'I am a racist' on his arm, and I knew it was his way of getting at me, at his parents and everyone. It's very, very sad." Other teachers share her concern, but it is the medical rather than the social aspects of the problem which have recently made the headlines. At the end of last year a report on self-tattooing among schoolchildren appeared in *The Lancet*, the sober, close-printed journal of the medical profession. Describing a survey of third-year pupils in Lanarkshire schools, William Thomson and J C H McDonald of the Lanarkshire Health

Board reported that of 513 boys they had examined, 27 bore the permanent marks of do-it-yourself tattooing - blotchy names, initials and crucifixes which had been produced by spreading Tintin or ball-point pen ink on to the skin (usually on the back of their left hands or forearms) and then pricking it in with a pin or a needle.

Nearly two-thirds of the pupils now regretted what they had done, the researchers discovered. But although only 4 per cent of the boys they examined were tattooed, Thomson and McDonald say that the practice "cannot be regarded as a harmless fad". Nor are there any signs that it is abating. In other parts of the country it is probably even more prevalent than in Lanarkshire, which means that on average more than one boy in every third-year class (and a much smaller but far from insignificant number of girls) has tried it.

The medical dangers worry them most. Apart from the "senses of embarrassment, shame and social disgrace" the young self-tattooists will feel in later life, Thomson and McDonald warn that, paying scant regard to hygiene, they run a real risk of contracting serum hepatitis, syphilis, leprosy, tuberculosis and several other disorders.

Not surprisingly, since the publication of the *Lancet* report last year, demands that the practice should be curbed have come from a number of parents, teachers, doctors - and professional tattoo artists.

Terry, I was told, was one of the best. He has just moved into new premises in Great Newport Street in the West End of London and does things by the book. A vehicle registration



On average more than one boy in every third-year class - and a far from insignificant number of girls - has tried it.

plate asking RU 18 hangs over his door.

"I got youngsters coming in all the time," he told me. "But the law's the law. Anyone who's under 18, anyone I think is under 18, is straight out." Not only that: "There's other things I won't do - no hands, no faces, and no bums or genitals either, though you do get asked. And I personally won't work on skinhead designs. I used to, but no more."

A number of his clients ask him to do something about amateur tattoos. "I give them a choice: either I can do something properly over the top, if it's small and not too dark, or there's a way of getting rid of them; burning them out; using two acids." His trainee-assistant, colouring in an intricate design on the upper arm of his brother ("bloody lucky he's around, I can tell you; it's the only way to learn, doing it") showed me his left hand. The knuckles were scabbed over. "He's just had the acid," Terry said. "When all that heals he'll be all right. 90 per cent of the old stuff'll have gone."

Among the four clients waiting for Terry was Phil (not his real name; "cos of me mum, you know"). He was just 18 and had never been tattooed before, but for "a score" (£20) Terry was about to add a leopard's head to his right shoulder and a small skull to his back, permanently. "A mate of mine did himself, his name on the back of his hand, like. But he's inside now, so you can't really talk to him," said Phil, taking off his tee-shirt while Terry primed what he called "the gun".

"A moment later the process started," Terry disinfected everything - "catch them kids doing all this!" - printed a transfer on Phil's arm and reached for the gun. In operation it looked and sounded like an antique dentist drill. "Does it hurt?" I asked Phil.

"Like bloody murder," he said through clenched teeth as the black outline of the leopard's head was etched into his shoulder, the gun's progress marked by tiny beads of blood. While Phil recovered, blotting the wound with a piece of absorbent paper, I took my turn. With an unlit gun Terry inscribed an initial H on my forearm. The sensation was, if burning, the

instantaneous pain produced by a hypodermic syringe prolonged for several seconds. It was suddenly uncomfortable, but bearable.

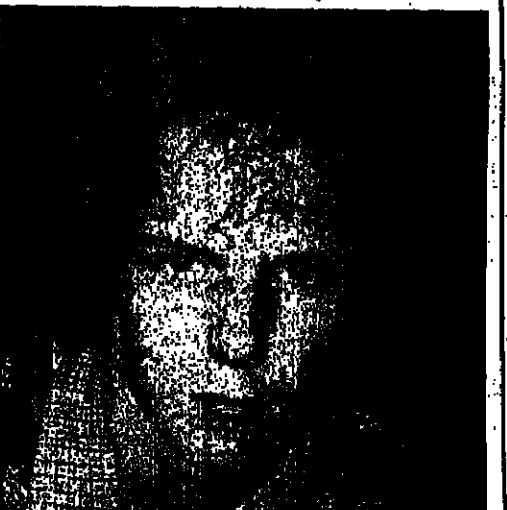
"You'll be all right," said Terry as he finished. "Tomorrow that'll have formed a scab. A couple of weeks there'll be nothing there." (It did; there wasn't.) "But imagine you're jabbing yourself with a pin at the back of a classroom, no antiseptic and just a bit of biro ink. You know, that's going to get sore, it's going to be inflamed. They must be bloody mad!"

Well, are you? A few days later I put the question to a group of fourth-year boys lounging against a wall outside their inner London comprehensive.

"Bored, more like," said their leader, Paul, who had added a black cross to his left wrist during maths lessons last summer. "You get so bored, you don't care. They should make the lessons more interesting."

As yet Paul does not regret what he has done. "Wouldn't show anyway if I got a watch, would it?" he asked. His friend Alan however refused to show me his arm. While Paul was busy with his cross he had started to write his name, then thought better of it and was now keeping the sleeves of his bomber jacket resolutely rolled down to hide the crude AL on his forearm.

Paul drifted off to join a couple of mates and I asked Alan what he thought of tattooing now. "Stupid," he said. "All of it." And that was that. Hunching his shoulders, he too sloped off. "It's out of order, if you ask me. Say that."



When pupils record their own experiences, they stick to the facts says Don Stansbury, who pioneered records of personal achievement over ten years ago.

It is equally foolish to talk about "distilling" records. A boy has recorded how he delivered a calf. A reader, who is himself a farmer, may

Don Stansbury teaches at King Edward VI College, Tolnes, and is secretary of the Springline Educational Trust which links schools interested in specially qualified pupils and is based at The Gladson, Rore Street, Tolnes.

Graded tests and Sir Keith Joseph's new initiative share the same aims—to raise the standards achieved by all pupils, to define those standards more clearly and to make the curriculum more practical. But Sir Keith regards graded tests as 'a red herring' and useful only for the less able in spite of their considerable popularity in modern languages. Here, Hugh Neill describes the beneficial effects graded tests can have on the teaching of mathematics. Keith Kimberley, on the other hand, says such tests are too narrow and limiting for English and that the alternative assessments now being developed in Oxford and London will take a different form.

It needs to be emphasized that the GAIM project is aimed at *all* pupils and is not confined to

by paying no attention
to discussion,
practical work,
investigations
and problem solving.

A considerable amount of work is required to find suitable learning materials for the foundation list and the GAIM team is busy collecting existing materials and devising new materials to fill gaps but this is not in itself sufficient in terms of curriculum development. The project is also

ment levels, in contrast to the present system where pupils have to take the CSE examination every month. It might be far too difficult to reveal

'If we can help pupils think more flexibly we shall not only help them more in their future lives but also to perform conventional mathematics tasks better.'

ough Neill is staff inspector for mathematics in the Inner London Education Authority, but the views expressed are his own. He is also director of the



each would have a record of attainment in graded tests taken at different times in the preceding years and Paul would have achieved the top level in each. Jenny would have achieved a grade in all except European languages. "What reality would lie beneath this apparently rosy picture? For a start let us take the subjects themselves. It seems that in this

'It seems English has become even more drastically split along the language and literature divide... literature seems to have become something only for consenting adults.'

knowing inwardly the system it managed to manage was now encountering material she ought not (if the sequence is valid) be able to manage? In English, at the beginning of the fifth year we are told, Jenny had achieved level 1 in a group "not set by attainment although following different projects." Had her English curriculum been narrowed down to "a basic level of spoken and written language" could she handle the content to

Most English teachers are concerned with negotiating a series of routes for individual students through the full range of uses of language. The students come with considerable linguistic resources and the teacher's job is to stretch, and introduce new possibilities. In this context, students need regular, positive feedback but are also aware that the ultimate objectives are the long-term ones of autonomy in their reading, writing and talking. This helps to make sense of the many different techniques

Enthusiasts for graded tests argue it is a "bottom-up" system and that is its virtue. Such validity as there is in this view seems to lie in the decision to give students explicit knowledge of the teacher's expectations and criteria for success and regular feed-back of positive information on achievements. This gives the student a sense of cumulative building of achievements. It seems to fall down at the point where, to achieve this desirable end, a subject has to be reduced to what

Tests of this kind find some favour with students because of the limited demands made and there are teachers who find security in narrowly defined objectives.

It does not need assessment which is either graded or, in the conventional sense, tested to enable us to report on what students achieve if our primary concern is that the student should get a sense of coherence and purpose. Such ends can be achieved by involving students in assessing their own progress and by discussing the long-term, as well as the short-term aims of the subject with them. One may guess that the increased motivation achieved in modern languages is at least in part the result of teachers letting the student into the secret of what the teachers intend for them and of the teachers' own desire to change classroom activities and morale. Exploitation planning may be more important than explicit assessment. More important still, may be the involvement of students in both procedures.

Kelli Kimberley is a lecturer in the English and media studies department at the University of

REVIEW

Unearthing gentleness

Children of War. By Roger Rosenblatt.
New English Library £9.95.

When I read *Time* magazine or *Newsweek*, I usually begin at the back of the book—as far away as possible from the politics. Towards the middle of *Time* (alas poor *Newsweek*) there often appears an essay by Roger Rosenblatt. It is always worth reading and is often excellent.

In 1981 Rosenblatt persuaded *Time* to send him around the world to write an extended report on the children of war; that essay appeared as the cover story. I remember reading it then and being somewhat stunned by the paths of its descriptions of kids in Belfast, Lebanon, Israel, Cambodian and Vietnamese refugee camps. In the summer of 1982, after the invasion of Lebanon, Rosenblatt asked his editors to send him there to try and find again the children whom he had met the first time. Good for *Time* editors that they agreed. This moving and important book is the result of the two trips.

Rosenblatt is anxious to try and discover the extent to which children of war seek revenge. In Belfast he talks to Paul, who was seven at the time his father was murdered in front of him at home. Paul, now 13, comes to the interview with his friend Joseph, who wants to join the Provos. Joseph encourages Paul to declare that he seeks revenge; eventually he grudgingly agrees. But when Rosenblatt sees him again, alone, Paul declares he has no interest at all in revenge. "It doesn't matter who done it. Nothin's worth killing someone". When Rosenblatt asks another girl, who has lost half her family, whether she does not want revenge, "She seems stunned by the question, and regards me with a look both pitying and severe. 'Against whom?' she says".

He found similar dislike for the idea of revenge in both Israel and Palestine and remarks that "for the great majority of children seen so far, it was revenge that stood for hell, and they would have none of it". Those who had suffered most were the least likely to want revenge.

Children patronized their parents—"they tolerated things in their parents, like the idea of revenge, which they did not accept in the abstract or for themselves". Instead of believing in their parents, they believed in God.

At the Khao I Dang refugee camp for Cambodian "illegal immigrants" in Thailand, the author meets scores of children who speak of the horrors of life under the Khmer Rouge communists. He speaks to a boy, Nop Narin, whose parents were killed by Khmer Rouge soldiers. "My father was worried that I could not take care of myself. Yet I feel guarded by his spirit. I dreamed that I saw him, and he promised that his spirit would protect me. In the dream he told me that to gain knowledge and to take revenge on his killers."

"What do you mean by revenge?"
"The boy responds at once: 'Revenge is to make a bad man better than before.' Other children have similar responses. It seemed to Rosenblatt that this was not because of any inborn enlightenment 'but because these chil-

dren had figured out something rationally. They simply saw where hatred and killing led, and they took another road". In a camp for boat people in Hong Kong he meets a boy called Khu who was almost murdered, for food, by his fellow passengers. They covered his head, hit him, and made to slit his throat but saw he was still conscious. "Then someone said, 'Khu, do you want to live?' And I said, 'yes, of course I want to live.' So they untied me and took me into the cabin."

Of this terrifying story, Rosenblatt asks what held the men back from murder. "Mere pity? Or was it the recognition of Khu's tears as their own, the knowledge that the boy was not weeping to save his own skin, but theirs, that he was weeping for all those who did ever, or will ever, or do now devour their young?"

All of this was hopeful, sort of, but when Rosenblatt returned to witness the war in Lebanon in 1982, he came to the conclusion that many of his questions were futile. "Two days ago I saw Ahmed, the boy who would value being a doctor over a soldier, functioning quite successfully as a soldier nonetheless." He realized that war is history. "We ARE our wars... Why should I have presumed that the children of war, with all their goodness and mercy, might pervert these things when they grew up, when war gives them the initiation into adulthood itself? ... Pure blindness combined with too great a concentration on the children had prevented me from concluding that war is the way the world progresses. Life wasn't Hong Kong; it was Lebanon. It was civil war and holy war and the war of aggression and the war of defence. How does violence grow in the heart? I asked at the outset. Irrelevant. Beside the point. A tidal wave accumulates water as it goes."

Finally he concludes children matter so much to adults "because they remind us that... we never lost any of the virtues of childhood. The acquisitions of size, power, zeal, authority and territory may have pushed our best feelings aside or below, but we did not really lose them... The trick of living with gentleness and with an appreciation of more complicated life". Something that Roger Rosenblatt does well.

William Shawcross



A Palestinian girl leading her parents' funeral procession; and (inset) a 16-year-old soldier

A moral tale of Europe

Roche Versus Adams. By Stanley Adams.
Jonathan Cape £8.95.

This is a book by a bewildered senior executive of Hoffmann-La Roche, a multinational drug company based in Switzerland, who became disillusioned with its methods of making profits, reported its various breaches of EEC agreements to Brussels, and was hounded for a decade for its pains by the corporate political and economic mafia of European capitalism—a collusion between Roche, the Swiss government and the Commission of the European Communities. Mr Adams believed in Europe; now he's not sure.

The story has been blazoned across our TV screens for some years now. Mr Adams, born in Malta, was a rich and successful European businessman. He always felt himself to be terribly British. He got married and had children. It gradually dawned on him that he was a drug addict. He tried to stop, but failed. He brought together

lucrative than noble. Hoffmann-La Roche had introduced pricing policies which clearly breached Switzerland's treaty with the EEC. He reported the breaches and left the company. The EEC Director General of the Competition Department (a German socialist) informed Roche of the source of his information. The Swiss (who rank all breaches of corporate confidence as criminal acts) arrested and imprisoned him at their first opportunity in circumstances so humiliating that his wife committed suicide. The Italian authorities used this as an excuse to ruin him financially.

The EEC Commission (battered under Roy Jenkins) provided some help but nearly always too little and too late. He survived partly through his own strength of character, but mostly with help from others: first from the Socialist Group of the European Parliament, then from the Parliament as a whole, the media in Britain and Germany, and random individuals who spontaneously came to his aid, some in Britain from the Labour Party, some from the Liberal Party, some from the Conservative Party.

English libertarians from Right and Left as no one else had succeeded in doing in recent years. Two years ago he was granted asylum in Britain. He is carrying on his fight.

It's a bizarre and terrifying story, which fits into no neat pigeon holes. It exposed Switzerland for the totalitarian business elite which it is, in a way that no book has ever done before. The Swiss ambassador in London even tried to put pressure on the BBC board, after one particular exposure of Roche's methods. It lays bare the capitalist contradiction of the EEC to the point where any Eurocrats who read it must writhe in agony. The EEC is founded on the concept that if competition is vigorously entered, the people as a whole will benefit and the with ideas of personal liberty and free democracy will be entrenched. The very officials of its Commission, who were charged with maintaining this ideal, are exposed as wholly corrupt and their responsibilities in the face of a Swiss drug company, the purveyor of profit, fraud and greed, are shown to be a mockery. The book is a moral tale of Europe, which no child should leave school without learning.

One of Stanley Adams' heroes is John Prescott, Labour MP for Hull East, and until 1979, leader of Labour's delegation in the European Parliament. Without his campaigning enthusiasm Stanley Adams might today be rotting dead in some Swiss or Italian jail. I was one of his colleagues during 1977 and to me the book exposes an important truth about that pseudo-democratic institution the European Parliament. Left floundering in efforts to cope with wine taxes and butter mountains, neither John nor I could do very much to influence anything apart from riding around in big cars and eating and drinking rather too much at the expense of the European taxpayer. But given an individual to fight for (Stanley Adams was the only one the European Parliament ever discovered), passions could be aroused, every political party in the Parliament could be mobilized, and a political point (as it happened a socialist one) could be made in a uniquely dramatic way. It's a moral tale of Europe, which no child should leave school without learning.

Christopher Price

An appetite for dance

Victoria Keir on student selection policies at the London Contemporary Dance School

More than anything else, the key to success for any aspiring dancer is strength: physical strength, mental strength and an almost abnormal strength of purpose. In fact, Richard Ralph, principal of London Contemporary Dance School, says: "When I interview people, I always ask them if they can do anything else. If they can, I tell them to go and do that."

During February and March, the school will be holding regional auditions in Edinburgh, Cardiff and Norwich. (London auditions are held frequently at the school itself between October and July.) Hopeful 17-year-olds will sweat their way through a ballet class and contemporary class each lasting an hour. If they survive the first eliminations, they are asked to perform their own solo, take part in an improvisation session and be interviewed by Dr Ralph. They are also examined by the school's osteopath to make sure there are no inherent weaknesses of past injuries which could prevent them from completing the course—if accepted.

Many of the auditionees will have been dancing almost since they could walk, with years of Saturday ballet classes behind them. Others may have started in their teens, perhaps at one of the centres in Leeds, Swansea or Liverpool which were set up to encourage youngsters to dance, particularly those without the benefit of an affluent middle class background. In fact any suggestion that the school's students tend to be middle class—or any class, for that matter—is quickly squashed. According to Dr Ralph, there is an incredible mix of backgrounds, races and social classes. "You might get David Hallin (daughter of Bernard) in the same class as a kid from the back streets of Leeds who doesn't even know who his father is. A girl from Singapore in the same class as a boy from Mexico."

Quite a few students are recruited from the regional centres and around five a year come from the school's own Saturday classes, which of course provide the ideal preparation. About 20 to 25 per cent of students joining the school are overseas students, either on British Council awards or paying privately. Of the British students, the majority are on local authority awards but some pay privately and a lucky few have scholarships. Money is always a problem. With annual fees of £1,285

rising to £1,350 next year, it is difficult to find alternative funding if the original source dries up.

During the past few years, the school has felt reasonably secure, says Dr Ralph, but ratecapping looms on the horizon and in any wave of cuts, the arts are the first to get hit. He would like to see some kind of national policy formulated on dance funding with "nationally recognized" institutions receiving cash direct, but concedes that this would probably be met with howls of outrage from other schools.

Money—or lack of it—is a major contributor to the drop-out rate, which is "highish". There are two other main reasons for not continuing: a student may discover that he or she is just not prepared to put in the kind of fanatical dedication which is required, or the school may ask them to leave because they are not good enough.

Since potential students are faced with three years of gruelling concentration and physical effort, the auditions have to be fairly rigorous. Experience counts—for instance, osteopath Demetri Papoulopoulos can tell when someone is trying to cover up either an injury or the legacy of an injury which they fear will ruin their chance of a place. The right kind of physique helps, of course. "You don't have to be skinny-skinny and I have known dancers who were big around here," says deputy principal Jane Dudley, pointing to her hips and thighs. "But you can tell by looking at someone whether they are going to have problems—tight hips, bad feet. Some people have the determination to overcome that and occasionally we will take students against the advice of the osteopath."

Do they ever regret that? "Well, sometimes there are physical problems and students drop out. But usually it is because there is something wrong psychologically. If the student is not happy, the body will not go with them."

The school runs body conditioning classes for all the students and has a body control unit which students can use, under the supervision of Sonia Noonan, to warm up between classes or to do specific exercises to cope with any particular problems or injuries. The unit uses the Pilates method, which involves using the weight of the body against springs and weights.



Students in class at The Place

Auditionees have to take a form to their own GP to provide details of any serious illness—any hereditary illness and a general medical background they have to absorb more."

And at the end of it all, what then? There are more openings for performers than might be expected—not only with London Contemporary, but with companies like Extempore Dance, Ballet Rambert, Spirals, and in America, Martha Graham. Paul Taylor, Twyla Tharp.

Thanks to the growing interest in dance in Britain, there are openings for community work and teaching. The school lays great emphasis on choreography. So for those trembling on the brink, there is a road to stardom. It is just a long, hard slog.

appetite for life, who is enthusiastic. They have to be able to reach out from whatever cultural background they have to absorb more."

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Sad rags

World In Action: Rags to Riches.
Granada Television, February 6.

Monday's *World In Action* took us to exotic Thailand, to the wondrous city of Bangkok. There, led by reporter Ed Harriman, we traipsed down sordid little alleyways, sometimes on duck boards, to visit a number of clothes factories.

The girls working in these hell-holes ranged from 18 years down to 12, and their days of hard labour ranged on a sliding scale from an admitted 12 hours per day to 18 and sometimes 24.

The employers portrayed themselves as considerate and caring, providing food (one daily bowl of rice—the girls buy their own protein) and shelter for the night. Many English vagrants fare better: at least the Salvation Army provides a bed. These miserable girls sleep without mattresses or covers, shoulder to shoulder and feet to feet. The dormitories lack the privacy of a hospital ward or even of a boarding school: there are no cupboards, lockers or even dividing curtains.

Mr Harriman etched a picture of endless drudgery for a pittance, reputedly between £1.00 and £2.50 per day. An item of clothing selling for £15.99 in Littlewoods will have been sold in Thailand for £4.99.

Mr Harriman suggests that the English viewing public actually saw the better factories where the girls are treated in a more humane fashion. But throughout the entire programme, though the conditions were obviously unbearable, there was never any mention of ill health, and nothing was said about medical care. Malnutrition and resulting illnesses like tuberculosis must be rife in such over-crowded and under-privileged conditions.

Rags to Riches will certainly stimulate some form of inquiry in the Littlewoods and Debenhams organizations, but if there are any steps leading with the Bangkok factories, what is the alternative for the girls? The programme didn't spell it out (it spelt very little out), but the answer was clear: prostitution.

Shirley Flynn

Joint steps forward

The biggest single dance in education project ever launched in Britain began in Merseyside last month and runs to July this year. It involves three schools in Knowsley (Malvern Infants, Malvern Junior and Page Moss Comprehensive), the Swanside Community Centre, the Knowsley Teachers' Centre and over 20 professional dancers, choreographers and designers. The Knowsley Dance Project is a major experimental collaboration involving children, teachers, parents and educationists to create a dance work.

It is also a singularly important experimental collaboration between a regional arts association and a local education authority, designed to develop and explore ways of creating a relationship between education and the professional performing arts. Many of us have worked for this since the Knowsley dance inquiry was launched 10 years ago in response to a conference on dance in British life. The need grew ever much further. The Knowsley Contemporary Dance and professional dance residences in Knowsley and Merseyside in 1976. A series of DES Arts Council Joint Conferences in the Spring of 1982 gave need and vision a national recognition. The Knowsley Dance Project is a movement

tensity, nourished by the Arts Council's Dance Artists in Education Project. In January and February 1983 Spiral Dance Company, Barrington Pheloung, Music Director of London Contemporary Dance Theatre, and Val Smith, teacher, dancer and choreographer, spent four intensive weeks at Page Moss Comprehensive: over 200 young people worked with their teachers and the professional artists to create a dance piece with specially composed music, all performed as culmination of the project.

Thus one of the most successful residencies inspired today's Knowsley Dance Project, funded jointly by Knowsley, Merseyside Arts, the Metropolitan Borough of Knowsley and the Arts Council of Great Britain. Their interest seems well-founded because the Project might provide a model which dancers, teachers and administrators can develop in other parts of Britain. The plans embrace adult-workout sessions, dance for mothers and toddlers, evening dance classes for teachers and a variety of dance work for children and young people together with performances and workshops by Spiral and Lodus, the North-West's two professional dance companies. They are joined by Don McClure and John Bleasley, part of the Young Workshop Unit of London Contemporary Dance Theatre, and by 489 Educational Theatre Team.

ment working in the schools and community of Knowsley. Between them this large professional resource will provide children's sessions ranging from Indian dance to work in themes such as Textures, the Victorians and Circus; sessions for young people studying CSE dance; and other movement experiences for other groups in and outside school, guided by the North-West's dance animators, Veronica Lewis and Liz Brun, as well as the dance companies.

Above all, the Project is designed to explore the relationship of dance to other subjects in the school curriculum and reaffirm the value of the arts as a real part of any educational system.

Peter Brinson

Next week

Stephen Clark on animal rights; David Self on the 75th anniversary of the Poetry Society; John Weighman on Louis Buñuel

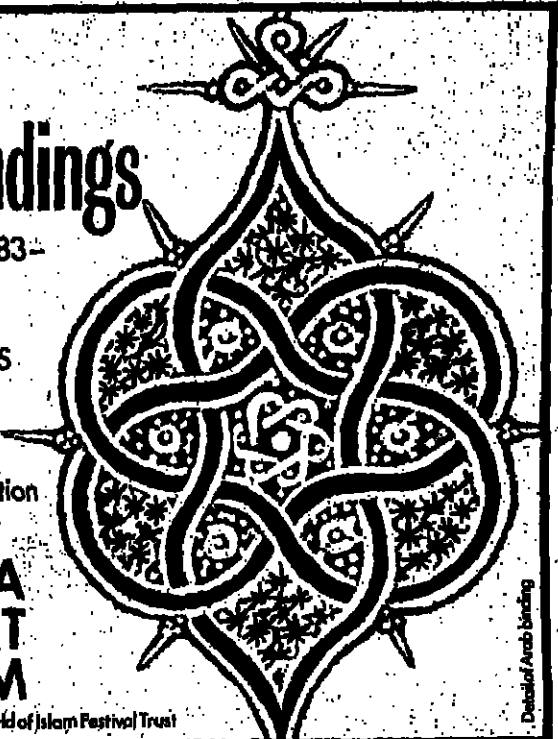
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ARTS

Seeing the big picture

Robin Buss on Hollywood in the Fifties



The man in charge, and James Dean



Biskind's thesis that the conventions of the genres could be used to translate more mundane and immediate concerns than fear of *The Blob* or *The Creature from the Black Lagoon*, you probably will after reading his book. Even those who belong with Henry Fonda in the corporate-liberal consensus and see *Twelve Angry Men* as no more than an absorbing film about justice, will pause to reflect. Surviving Fifties adolescents, like myself, may go further and realize first how much time they spent in the one-and-nines (I managed to see a surprising number of the films he mentions) and then how subtly their attitudes were formed.

Don't worry. This is a witty and entertaining analysis of what made Hollywood tick, with a fair dose of nostalgia for what it sets out to "decode". In fact, "to read" is more accurate, since Biskind spent more time with the scripts, apparently, than in watching how the political messages were encoded in visual terms, and he is not a fan of musicals. Otherwise, he covers all the main genres, from outer space to inner psychosis, across the West, through the urban and blackboard jungles and into the heart of the family. Wherever he goes, he uncovers the love the fifties (in the words of his subtitle) and how, from time to time, Left or Right could express their dissent from the prevailing optimism and the belief that the guys at the top

Seeing is Believing. By Peter Biskind. Pluto Press £6.95. 0 86104 743 5.

The Forties ebbed and Hollywood awoke to the realization that the war was over and the cowboys were coming in off the range. The gunslinger could hang up his belt and settle down, perhaps with the schoolmistriss who would teach him civilized manners. But wait: there were still bad guys in town and Wyatt Earp or Marshal Kane might be forced to pick up their six-shooters for a final showdown. And in Korea, the Red(skins) were massing behind the ridge.

Not only in Korea. In February 1950, Senator Joe McCarthy declared that "known Communists" had infiltrated the State Department and other organs of the body politic. The aliens were right there in this *Invasion of the Body-Snatchers* with their subtle techniques of persuasion (*Invasion of the Brain-Enterers*) and if we didn't watch out we would be taken over by *Them!* Between 1953 and 1957, *It Came from Outer Space*, *It Came from Beneath the Sea*, *It Conquered the World* and *It Was not of this Earth*. But that, according to Peter Biskind, is just where it was, for a movie industry that saw the *Mad* already in the air (*I Married a Monster from Outer Space*) and was eager to warn that the time was *One Minute to Zero*.

The Fifties were the heyday of the genre film and if you don't yet accept

A chance to speak

World in Action Special: 'Here We Stand' - a Protestant View of Ulster. Granada Television, Channel 4, February 9.

Northern Ireland is just far enough away to forget about most of the time, and its problems, defying solutions, have to many people become simply dissonance. Not surprisingly, Ulster's Protestants, determined to stay British, felt let down and many blame the media for their misrepresentation and neglect. Through a series of interviews with a cross-section of the community, last night's *World in Action Special* gave them a chance to "speak for themselves".

"A United Ireland hasn't anything to offer - the South is bankrupt", says farmer John Taggart's common-sense argument was shared by Lord Brookeborough, whose 400-year pedigree dictates that no one dare tell him he doesn't belong.

"We're not all bigots," says Robert Tooh, a minister. "We want to see an end to the Troubles" (troubles seen as "out of proportion") to the original Catholic demands for jobs and housing according to Garrett Power, a graduate in Ancient History, now selling insurance. He joined the Ulster Defence Regiment to do his "bit" for the community out of social awareness, not from any religious impulse - "no side is blameless".

Born-again Christian John McAuley believes political ideas and religion are intertwined. To a background of "Amazing Grace", this ex-compulsive gambler tells how he was once lost and facing suicide after chancing a large sum of his employer's money on a roulette table. He was found and saved by the church and the form of prayer

Paisley, whose tape-recorded preachings continually reassured him that his new-found faith was God's favourite, "Catholic teaching is anti-Christian... blasphemous".

A member of the Democratic Unionist Party had no trouble distinguishing right from wrong. "Protestants want to get on and work hard," Catholics, he says, go out of their way to get benefits from the state because they want to destroy the state - "keen on the half-crown, not so keen on the crown". Hanging, according to his Scriptures, is right. "Hang the IRA terrorist then he won't kill again... the IRA have declared war on the security forces so we have a right to aggressively deter... the IRA should be shot on sight... no qualms". The British government "lacks the will and stomach".

Harry Murray, boilermaker and shop steward in Harland and Wolff's shipyard also felt that the IRA "vermin" should be "exterminated". Protestants should get medals for murdering provos, "wipe out the treasies". However, he would favour power-sharing with the Catholics providing the North remains separate from the Irish Republic. "There might have to be an armed struggle if the South takes over... it's their worth fighting to be a Britisher".

The great virtue of Gus Macdonald's unsentimental report was that it sought neither to simplify nor to pass facile judgments. No generalizations can cover the tormentedly contradictory attitudes of this embittered community. The best the media can do in this situation is to keep holding a mirror up to reality.

Joyce Arnold



As a child I was exhorted to be a Daniel, to have the patience of Job, to shun Jezebels and to remember David and Goliath when I was apprehensive. I knew at once then what was required of me, but who was the poor Dick whose name was invoked in a sarcastic voice as "Clever Dick" or in a tone of exasperation as "Pussy Dick"? Was he one of the trio Tom, Dick and Harry that adults disapproved of?

And who is the Micky that's always being taken out of people? Or the Micky Finn that's given to them?

Fantasy spice

The Green Ginger Smuggler. Unicorn Theatre until March 4.

Saffron is black and adopted. Her brother, who goes to boarding school, despite the attention and interest, parents' best efforts at fairness. Miserable, mixed up Saffron goes to the local comprehensive which sets her boring history homework. She weaves a comforting fantasy based on her discovery of some long forgotten marionettes in a paint-sealed cupboard in the family's old cottage.

The fantasy set against the back-

Oddly enough, no self-respecting boy called Charles would welcome being called a proper Charlie. But why?

When Scots wish to express their sense of our common humanity they say "We're a Jock Tamson's blairn". Not to this day have I discovered the identity of this prolific fellow countryman or the origin of the phrase. Is Jock Tamson a nationalistic euphemism for God or is it a bawdy parallel to the English term John Thomas for what the glibly defines as the male generative organ?

It seems to me that if computerized English is not to destroy the nuances, the colour of our spoken language, we must revive these personal allusions in our everyday speech. We must find these missing persons, as it were. It will take some time, of course - certainly not before you can say "Jack Robinson". But if we do succeed, why then, Bob's your uncle!

Tom Hastie

py oley one war" and told in the best Wizard of Oz traditions (actors playing contemporary characters - doubling with "counterparts" in the story) is a melodrama about smuggled spices and murderous press gangs.

Despite its complexity, Penny Casdagli's script is excellent - gripping, funny and imaginative. Some children may find the theme of unintentional parental neglect a little hard to deal with, but the way Saffron's fantasy characters keep popping up in the present is beautifully handled. Vicky Licorish's portrayal of the sensitive, confused Saffron is impeccable.

History teachers will wince at some barbed criticisms of the way their subject is taught: "That's the trouble with history - it's all long words and men." However, they'll feel "needed" again when they hear Saffron's conclusion in the happy ending scene: "His- tory's real for me now."

Nick Baker

Too little, too long

London International Mime Festival. Shaw Theatre: Nola Rae; Geoff Hoyle & Keith Terry. Cockpit Theatre: Avner the Eccentric; Johnny Melville. Commonwealth Institute: Jagran Mime Troupe.

Sad to say, the more one sees of the London International Mime Festival the less one esteems mime as a theatrical art form. Programme after programme presents too few ideas expressed in too little material too long drawn-out. Mime, it seems, expresses trivialities or trivializes what it is used to express: a bad dancer observed and copied with ridiculous exaggeration; four uneventful centuries of theatre history reduced to a priapic dance; Capitalist-Marxist conflict resolved under threat from an atomic duck. While individual performers are more or less worth watching, none is worth watching for so long.

In Upper Cuts, Nola Rae, most accomplished of those on show, works 10 numbers which demonstrate her considerable skills as dancer and mime (Royal Ballet/Marcello trained). We see a ballet dancer, a two-faced waiter, an orchestral conductor - all treated for laughs. The Mouse and The Lion fable in traditional mime style is tediously overstated, and Red Tape loses for laughs the chance to make a serious point about bureaucracy. Peter West's expert musical direction and her precise musicianship and exact timing give a fine edge to her presentation, the clever novelty Hamlet - Hamlet reduced to two hands with assorted gloves - is lost in a theatre.

King Lear suffers a worse reduction in Part Two of Geoff Hoyle Meets Keith Terry, the weakest part of their double act. What they present is a mish-mash of theatrical types: medieval fool, Pantalone, Arlecchino, eccentric dancer, musical clown. Terry is a remarkable percussionist, Hoyle an energetic mime-dance clown-musician not afraid to copy earlier funnier performers. A number about parents and children had bite. But everything is overlong, especially their curtain call.

Avner the Eccentric had similar problems padding out Part Two and solved them similarly: when in doubt make the audience join in. Clown as magician is his line and the first half contained one or two dazzling tricks - cutting paper to produce paper chains and flowers. He needs more matter and more art. Johnny Melville could learn from him to be more relaxed. In Troubadour he is an animated strip cartoon made flesh. Sylvester Ordance Salmon (SOS), idiot super hero, saves Andropov, Reagan and the world from the evil machinations of a nuclear duck - 007 meets Don Quixote. Like the Roman Panopticon he plays every part; unlike him he speaks all of them. It is a whirlwind of non-stop activity which leaves him dripping with perspiration: not for him the effortless ease said to be typical of performing genius. His overexertions wear his audience out, going on too long.

Jagran - Theatre of The Oppressed also goes on too long but that may be a virtue in Delhi and thereabouts. Its purpose is to instruct (in diet, population control, social evils) and to provoke. Caricature, naively, repetition, wearisome simplification to sophisticated observers - are strengths in agitprop theatre. Universal mime is a dead expressive medium for India's 16 official languages and hundreds of dialects. Jagran is not entertainment as we understand it: its serious social purpose puts it out of LIMF's mainstream; beyond the range of theatrical criticism.

John James

BOOKS

Guides to the Middle Ages

English Court Culture in the Later Middle Ages. Edited by V J Scattergood and J W Sherborne. Duckworth £18.00. Chaucer's Trollos and Criseyde: A Critical Study. By Ian Bishop. University of Bristol. The Monsters and the Critics and Other Essays. By J R R Tolkien. Edited by Christopher Tolkien. Allen and Unwin £9.95. Chaucer Love Visions. Translated with an Introduction and Notes by Brian Stone. Penguin £2.50. Medieval Literature: The European Inheritance. Volume I Part Two of the New Pelican Guide to English Literature. Edited by Boris Ford. Penguin £2.95.

The notions of "the court" and "the courtly" are, as Professor Burrow observes in his introduction to the collection of essays edited by Scattergood and Sherborne, clichés in the criticism of the medieval arts. Yet, unlike the term "courtly love", they have not been subjected hitherto to rigorous consideration; they continue to be used as signposts, but the realm to which they point is of undefined scope and uncertain geography.

The present collection of essays derives from a symposium held at the University of Bristol in 1981 under the auspices of the Colston Research Society. The most rigorous demands made

upon the terms are perhaps those advanced by Dr Colvin: "If... the meaning of a 'court style' is to have any real meaning, it must be demonstrated... that it had some aesthetic identity that can be singled out... And it must be shown that identity was either consciously fostered by the personal interest of the king or his leading courtiers, or else maintained (perhaps less consciously) by... part of the royal establishment." As Dr Colvin shows, few surviving buildings from the period, whatever their apparent connections with the king, can be shown to fulfil these demands completely. Equally, *mutatis mutandis*, other contributors share the agnosticism about the extent to which "courtly" may legitimately be applied to the arts between the fourteenth and early sixteenth centuries.

It emerges that, though Richard II owned some books, it would be unwise to regard these as certain evidence for his taste: many were inherited, others were gifts which he may or may not have wanted, and only one (now Bodley 581) is probably of his commissioning. The same king was the first to employ a "king's painter"; but the recorded works that this officer did or oversaw seem to have been as much in the form of bedchambers and objects for tournaments as of more permanent artefacts. Even Chaucer and Gower were not regularly "patronized" by poets by the monarch or by any of the courtiers; and it is salutary to be

reminded that, though *Sir Gawain and the Green Knight* is regularly described as "courtly", its language suggests that it derives from an area well away from the main courtly centres and the material presentation of the poem in the single surviving manuscript is rough and crude.

The collection of essays is then a cautionary, as well as a useful, one. Some of the papers can be read independently of other publications; others extend or particularize ideas from their authors have put forward elsewhere. One quibble: the index or manuscripts cited apparently omits all references in the footnotes.

Ian Bishop's study of Chaucer's *Trollos and Criseyde* is a balanced appraisal of some aspects of that perhaps over-scrutinized poem. It is apparently designed for undergraduates, though Mr Bishop expects a satisfied by the student, would perhaps require a more exhaustive analysis of it. It is doubtless a tribute to Chaucer's skill that critics so frequently talk of its protagonists as if they were autonomous beings, themselves capable of choice. Bishop is unable entirely to resist this temptation, though his best criticism comes when he keeps Chaucer's control to the forefront, as in his comments on the positioning of the formal portraits or on the syntax of Diomedes's wooing. While one may sympathize with Bishop's weariness of discussions about "narrator" versus

"poet", and his wariness over the debate about free will and predestination, the student might reasonably expect more help on both topics than he receives here.

The Tolkien industry can scarcely be the favourite of librarians hard pressed by diminishing budgets. This collection contains seven papers, only two of which have not been published before. Though Christopher Tolkien in his Foreword claims that none of them was designed for a specialist audience, it is perhaps questionable how far any of them, even the most ephemeral, can be apprehended without some of the Tolkien lore for granted. The value of the collection must depend on its two new papers, one on *Sir Gawain and the Green Knight*, the other entitled "A Secret Vice" and dealing with the invention of languages. The second is a pleasant read, but hardly describes the intellectual rigour needed for such a pursuit. For the academic reader only the *Gawain* essay is likely to justify the volume. This is an interesting paper, but in its critical certainty about the author's moral outlook somewhat dated.

Sean Stone's translations of Chaucer's four love visions are urbane and pleasant, giving fair idea of the changes in tone of their originals. But while Stone's earlier translations for Penguin, including *Sir Gawain and the Owl* and the *Nightingale and Cuckoo*, had the justification of making

available texts genuinely difficult for a modern reader, it seems questionable whether a modern verse rendering, with the inversions and archaisms almost inevitable in regular couplets or stanzaic form, is more accessible or more appealing than Chaucer's original. This, like the Tolkien volume but for entirely different reasons, seems an enterprise where the publisher's advantage perhaps takes precedence over the reader's.

The idea behind the second part of the first volume in the New Pelican Guide to English Literature is an excellent one: as Boris Ford's own preface note rightly explains, many English writers of the period between 1100 and 1500 were heavily indebted to authors from the continent whether their contemporaries and from an earlier period. The scope of the actual volume is, however, perhaps over-ambitious, for including not only those European writers or traditions that can be shown to have influenced English writings but also others, for instance Byzantine or Spanish, which seem to have been out of reach of the insular authors. Nearly a half of the book is given up to an anthology of translated extracts to illustrate this enormous range. The bibliography at the end is a generous supplement, and should guide those whose appetites are whetted by the necessarily brief survey towards more substantial fare.

Anne Hudson

A time of creative anarchy

Literature in Protestant England 1560-1660. By Alan Sinfield. Croom Helm £11.95. 0 7099 2367 8. The Elizabethan Pamphleteers: Popular Moralistic Pamphlets 1580-1640. By Sandra Clark. Athlone Press £18.00. 0 485 11216 7.

Listening to the magnificent church music of composers like Purcell and Pelham Humfrey, settings of Donne and his contemporaries, you become aware that this is not the comfortable individualism. Anglicanism was used to, but a bleak, guilt-ridden, doom-laden intensity of religious expression, words away from croquet on the vicarage lawn. We do tend to forget that the reformed English church was committed to a protestantism far from the Christian humanism which has been fostered retrospectively on to the period. It was not a watering-down of the teachings of Luther, but an affirmation of the

doctrines of Calvin. Only the elect were saved, and as Archbishop Whitgift promulgated in 1595, "God from eternity predestined certain men to life and condemned others to death".

Since most English protestants had been born in the Catholic church, this faith, and the efforts to make it acceptable, brought continual efforts to find chinks and glimmers of hope. Alan Sinfield, in a most original book, stresses that "Protestant thought, by its insistence on divine power and human wretchedness, imposed upon its adherents fundamental psychological and ethical difficulties when compared with medieval Catholicism which presupposed a harmonious cooperation between God and humanity".

The period of religious turmoil was also the time when the English language and its literature reached perfection. It was the period of the Authorized Version of the Bible and the Book of Common Prayer, but it was

also the period of that wonderful creative anarchy that produced Spenser, Shakespeare, Marlowe, Herbert, Donne and Milton, a whole host of poets and playwrights as well as the lush and madrigal lyrics.

How did the writers, who were cultivated and worldly men in the tradition of Renaissance humanism, accommodate themselves to this hard-line fundamentalist religion? The answer is that, like their fellow-citizens, they modified the doctrines to make them tolerable, or in some cases, found God so arbitrary that they abandoned him altogether. Sinfield's study makes the problems that Donne and Milton wrestled with more comprehensible than many a literary analysis. "It obliges us," he says, "to entertain the thought, for instance, that Marlowe's *Fluents* is not damned because he is wicked, but wicked because he is damned. It invites us to regard Milton's assertion of free will not as a triumphant expression of

orthodoxy, but as a hard-won rejection of authoritative teaching."

But beside the immortal works of the period, there was an immense pamphlet literature intended for the large but not necessarily devout literate population. The education lobby had tended to exaggerate popular illiteracy in any time before 1870, while historians tend either to minimize Elizabethan illiteracy because of the still-ambiguous evidence, or to claim that the seventeenth century England was "at all levels the most literate society the world had ever known". Sandra Clark opts for the view that in London at least half the adult male population could read. What did they read? Well, of course, they read the Bible. And they also read the pamphlets sold by stationers, at fairs and in the street.

Two pence was the minimum price for a printed work, "a sum which would also buy two visits to the theatre at the cheapest rate, or a pound of beef." Pamphleteering had a "low

status and a bad reputation", even today there is something faintly pejorative about the word. Authors were paid wretchedly for it, but several celebrated writers of the day were, out of economic necessity, involved in it: Thomas Nashe, for example, Robert Greene and Thomas Lodge.

Sandra Clark has sorted the mass of available material into three categories: the rogue literature of low life in the city and the pitfalls that country people might encounter there; news pamphlets as forerunners of the popular press; and works of social satire. In each case she is concerned with the moralistic element in the works, the elements of social criticism they contain, as well with the conventions of style and presentation. It's Bartholomew Fair brought to life, yet another insight into Elizabethan society.

Colin Ward

Setting the stage

Medieval Drama: The Revels History of Drama in England, Volume 1. General Editor Lolea Carter. Methuen £25.00. 0 416 13020 8.

Twenty-five years ago Glynn Wickham compiled that "no one has seen fit to credit medieval actors and technicians with a mental age of more than seven". Happily this is no longer the case. Recent researches by Professor Wickham himself and a new generation of scholars have greatly increased our knowledge of - and with it our respect for - the creators of the Early English Drama.

Medieval Drama, the first volume of the Revels History of Drama in England (publication of which completes the mammoth, eight-volume survey) is a useful compendium of this work. Arranged in three main sections covering the staging of medieval drama, the drama of religious ceremonial and the earliest secular drama, it gives a clear account of current opinions.

But despite the scholarly credentials of the contributors, it keeps the stage of the Revels History has been their concern with plays as primarily

volume is no exception - despite the (fully discussed) fact many of the major works with which it concerned were originally performed in churches or market-places. A C Cawley even goes as far as to try to reconstruct a performance of this Corpus Christi pageant "The Purification of Mary" at Chester and Coventry.

The plays themselves benefit by this treatment. Ranging from simple *Queen's Theatre* dialogues, composed before the Norman Conquest to secular drama current when Shakespeare was a boy, they are freed at last from computations of quantities and older words charm and emerge, like Old Masters stripped of Victorian varnish, with a renewed richness and a vigour that is all their own.

Butressed by a useful list of the extant miracle play cycles, a very comprehensive bibliography and 30 photographs, *Medieval Drama* is a handsome and, had it been priced more modestly, a volume which should find its way into many libraries. Not only is it a complete digest of current opinion on the performance and style of the plays, it also firmly establishes their credentials as the founders of a dramatic tradition, and provides a worthy and worthwhile introduction to the whole Revels History.

Hugh David

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The moment a course – however well piloted – appears in print, it is bound to be out of date. Prices, regulations, signposts change with amazing rapidity, so does the very language which is being taught. Material in magazine form can therefore make a very special contribution to the teaching of a foreign language: it does not matter whether it dates, in fact it could be said, in a sense, to be designed to date, by including articles on contemporary issues, whose attraction lies in its "actuality".

The potential for boredom (most dreaded word!) inherent in even the most varied course-book, is at least reduced to a minimum by the manageable length and the generally lively presentation of a magazine, and by the knowledge that in a few weeks the next issue will be arriving. That, after all, is the reason why many read exclusively magazines in their own language.

Mary Glasgow Publications, who are further down this particular road, having started in 1956 with the first issue of *Bonjour*, now produce magazines at three levels (eight issues of eight pages per year for levels 1 & 2; 6 of 12 pages for level 3) in French, German and Spanish. Although the levels in each language are designed for Beginners, Intermediate, and Intermediate-Advanced, the intended age ranges reflect the fact that French is generally the first language introduced in British schools (eg *Bonjour* 10-13 years, whereas *Das Rad* 11-15 years).

Topics covered in these magazines are similar in each language: people, sport, a section of cartoons, quizzes and games, cultural issues in the widest sense, stories, recipes, and a very wide range of contemporary issues. *Hoy Día*, Sept/Oct 1983: Picasso y Guernica, plus an outline of his life, on the 10th anniversary of his death. Whereas *Bonjour* of the same month contains a double page of word and picture games, a history of Camembert, a visit to the Musée du Champignon in Saumur accompanied by an illustrated menu for crêpes aux champignons. An additional sheet is included with



Contemporary content

Robert French on language magazines

the first two levels of each magazine: one side has notes with suggested approaches and extra information for teachers, the other a pupil worksheet designed for photocopying. MGP's information booklet on their magazines gives very full details of the intended range, linguistic content and special themes for the current year.

Nearest in style, content and price to the MGP French magazines, are the series published by Hachette: *Feu Vert* (eight pages), *Quoi de Neuf* (eight pages), and *Passé Partout* (16 pages), each with eight issues per year. Although eye-catching, *Feu Vert* may be slightly thinner in content than *Bonjour* and less suited to exploitation in class, but the two more advanced magazines are very full. The general approach in all three magazines is rather different to the Mary Glasgow equivalents, and the choice between the two would depend very much on

the individual preference of each teacher and class, and on the intended use.

Of the remaining publications under consideration here – all German and all most appropriate at Sixth Form level – one stands out in terms of its usefulness and accessibility: *Jugend* (German Embassy, free). The magazine itself is clearly and attractively presented, and the range of articles is sufficiently varied to provide stimulus and interest for any group. That the contents are up-to-date is illustrated by the fact that the song "99 Luftballons" (text in Oct. 1983 issue) is to be heard for the first time in its English version on British radio at the time of writing. The recent addition of the "extraleicht" section should extend the range of the magazine to fifth years, some of whom could also cope with the easier articles already included.

Also available free from the German Embassy is *Scala*. This and *Unsere Zeitung* (Eilers and Schünemann) make few concessions to the school student, though both are filled with fully up-to-date and interesting reports and articles. *Unsere Zeitung* is in newspaper format. Its six pages include politics, economics, music and art, sport, travel, etc. one column on each page being used to give help with vocabulary for English and French readers.

Scala, a 50-page colour magazine is filled with fascinating, generally fairly lengthy, and very well illustrated articles. The double issue Nr. 7/8, 1983, for example, has sections including Politik, Verkehr, Gesellschaft, Medizin, Wirtschaft, Malerei (six pages in full colour on the Bürgermuseum in Frankfurt), Entwicklungshilfe... So although very demanding for most A

Level students, it is potentially very helpful for teachers, both for their own interest and for use selectively with their classes.

Finally Langenscheidt's *Sprachillustrierte*, published quarterly, is specifically designed for foreign language learners of German (vocabulary is given in English, French and Spanish). Although the format lacks the attractiveness of *Jugend* and *Scala*, the texts are interesting and are interspersed with cartoons and a variety of exercises and linguistic teaching points. There can be no doubt that any of these magazines could add interest and life, and raise the energy level of pupils and teachers alike. Clearly the two great drawbacks limiting their use in the classroom are the cost and the lack of time for what has traditionally been regarded as a relatively unimportant or frivolous activity – a view now rapidly changing in the early years, though the demands of the examination take over all too soon.

It is possible, however, that both of these drawbacks lie more in the perceptions of teachers than in reality: time given to reading makes just as much sense in foreign language learning as in the mother tongue, and the spending of capital on magazines such as these, together with readers (games, sets of slides, tapes etc) and school-produced course materials, could be the next stage in the revolution! Needless to say, it is also demands on time – in this case the teacher's preparation time – which militate against such an approach becoming widespread.

For prices and other details: Mary Glasgow Publications Ltd, Brookhampton Lane, Kington, Warwick. Hachette French Bookshop, 4 Regent Place, London W1. Press Attaché, Embassy of the German Federal Republic, 23 Belgrave Square, London. Eilers and Schünemann and Langenscheidt, UK Distributor: Bookpost, 39 Church Road, Watford WD1 3PY.

notes

CENSUS WALLCHARTS

The first two of a new series of wallcharts illustrating some of the main findings from the 1981 Census of Population were published last month. They have been specially prepared for schools and colleges with sixth forms, GCE A level and undergraduate courses in mind. "People in Britain: 1 - Population" shows the distribution of the population of Great Britain in 1981, and some of the changes that have taken place since the first census in 1801. "People in Britain: 2 - Pensioners" shows the distribution of people of pensionable age in Great Britain and changes which have occurred this century.

They are available from OPCS Information Branch, St Catherine's House, 10 Kingsway, London WC2B 6JP. In England, Wales and Scotland the wallcharts are being offered free to schools and colleges with sixth forms; GCE A level, Scottish Certificate of Education higher grade or undergraduate level courses. Additional copies can be purchased from the OPCS Information Branch, price £2 each (including VAT).

ENERGY EXHIBITION

A new permanent exhibit on the subject of Energy has opened at the Science Museum in London. The exhibit is intended to explain some basic ideas about energy and in particular its efficient use. It makes use of computer graphics. Visitors are invited to see for themselves how much power must be provided to run various appliances, to

compare the efficiencies of different demonstrate the effects of adding insulation to houses.

A study pack is used in connection with the new exhibit and links it with other exhibits in the museum that illustrate how energy is used. These include an American "gas guzzler" car, Victorian heating and cooking equipment and a modern jet engine. It suggests experiments and asks questions which can be answered by reference to museum exhibits. The study pack is intended to show the importance of using energy wisely. It is on sale at the Museum Shop, price 10p.

DISC/CASSETTE SWAP

How long is it between the purchase of a small computer and some form of disc drive with disc prices plunging. Probably not long. Acornsoft have recognised this by a new scheme whereby you can exchange any of their programs on cassette for the equivalent disc version at half price.

SCHOOLS BROADCASTING

Peter Hall who works for BBC Radio is working on a Radio 4 feature on the history of Schools Broadcasting to be broadcast this year, the 60th year of Schools Broadcasting. He would like to hear from teachers with memories of early school broadcasts.

STEAM

"Steam", a new magazine published by ICI's Schools Liaison Section aims to link science teachers and their pupils with scientists working in industry. It is a collection of scientific articles about science in school and industry, news stories and photographs. It costs £2 post free from ICI Educational Publications, PO Box 96, Homchurch Close, Coveney CV3 2YQ.

Work preparation

by David Self

Preparing for Work By Bruce Carroll and Patricia McQuade. £24.50. Problem Solving at Work By Bruce Burgess. £22.50. Available from Framework Press, St Leonard's House, St Leonardgate, Lancaster LA1 1NN.

At over £20, a plastic envelope containing some 80 sheets of A4 paper may seem rather overpriced. However, if some of the rumours as to the size of the funds available for the purchase of teaching aids in the worlds of TVEI and YTS are true, then Framework Press might have charged quite a bit more for these packs of task sheets and tutor's notes. The high price is presumably explained (if not justified) by the fact that the purchaser acquires photocopying rights to the materials and so one pack can service an entire college of further education for ever more. In fact, it looks as if the authors and publisher have been quick off the mark to provide, if somewhat variable, but at least extremely easy-to-use materials for a sizeable new market.

The 400,000 planned places within the Youth Training Scheme are provided by either employers, community projects, or colleges of education. Whoever is the provider, the scheme must include an initial induction period and instruction in "core skills" which include literacy, numeracy, problem solving and decision making. There must also be a system of assessment and review which has to be carried out by the YTS provider and the trainee in consultation.

These packs have been designed to suit the needs of the YTS and with experience showing that trainees are often resentful of any teaching style reminiscent of school, and with employers now acquiring the unacceptable role of formal educators, they must at first sight seem a godsend and both college and workplace situations. Close inspection reveals that in the case of one pack, the educational

to keep the less able fairly quiet with some rather futile exercises.

Preparing for Work sheets for the induction period. Those sheets in the pack addressed to the tutor are so full of jargon such as "programmes of remediation", "personal autonomy" and "numeracy profile statements" that it was some time before I realized that "checklisting" was a misprint and not a new teaching skill.

Once duplicated and distributed, the trainee sheets in *Preparing for Work* will have all the hypnotic appeal of an easily filled-in questionnaire, but it is another matter what a young person will make of anything which asks you to spend time ticking a form off and fast food place in your town and then tell you to think about "negotiating your future learning programme".

Very much better is *Problem Solving at Work*. Its author, Bruce Burgess, and his fellow contributors are neither patronizing nor obscure. It is written in a way that inspires confidence in the exercises and also in English.

The various task sheets and tutor notes are arranged in six sections. For example, there are sections on group decision-making, plotting together apparently disorganized information, role-play and simulation exercises and case studies. Within each section there are alternative exercises for those involved in clerical situations and for those in either horticulture, textiles, building and construction, electrical engineering, mechanical engineering, catering, the retail trade and community care.

Mr Burgess claims that the exercises will encourage the development of vocational knowledge, communication skills, problem-solving, skills, and numerical and computer literacy. As they are almost all "both imaginative and practical" in everyday situations, there is little doubt that they will. They will enrich many a YTS programme and would also be very useful in life skills and work preparation courses.

Letter Easy letters

Abacus Rubber Stamps £2.38 per set. Flexipress Display Alphabet Rubber Stamps £5.80 per set. Philograph Publications, North Way, Andover, Hampshire.

Not everyone has the ability for neat and attractive lettering on poster and noticeboard headings. My large letters have a distinct tendency to wobble and so I was pleased to see these new Display Alphabet Stamps.

The letters are upper case and about 3.5 cms high, with the vertical strokes about 1 cm wide. Whilst they have a rather "fat and informal" feel about them, the letters are easy to see at a distance. I found you could get a good effect by outlining the letters in colour and additional suggestions are provided on the leaflet.

There are the usual problems that can trap the unwary (such as ink like making sure you don't get ink all over yourself or the letter mount – which is transparent so you can see what you are doing. All in all these stamps could be very handy. About Stamps are intended for use on workcards and in pupils' books. There are three stamps with two, three or four columns, each of which is 5 cm high. Teachers can draw in the "beads" for the pupils to record the number in the boxes below or vice versa. A useful aid for the busy teacher.

Wendy Body

Next week

TVEI: review of some of the equipment and instruction technology available to local authorities who will run pilot schemes under the Government's Technical and Vocational Education Initiative.

MEDIA

ETV History in Action Twentieth Century World History based on Contemporary Sources. Canada Television. ITV Wednesday: 10.48-11.08; Friday: 11.39-11.59. Ten programmes from January 18. To be repeated in the Summer Term.

The new contemporary history series aimed at the 14-plus age group, now being shown on ITV, is loosely modelled on the current affairs programme *World in Action*. A few stylistic features are transferred, such as pre-credit dramatic film material or the names of significant people flashed on the screen in large print. More fundamentally it uses a fixed point perspective from which a reporter/narrator searches for the background to explain the major issues of the historical present and to ask questions about "future" trends. The stated aim is to achieve "the perspective of the period".

Not only will young students be helped to get a more vivid sense of past reality, but also gain a deeper understanding of how people always have to grapple with a future that is unknown.

Though not a new approach, it can be an exciting and stimulating way to arouse historical awareness if done effectively and these programmes are largely successful. They make a useful series that could be integrated into most contemporary history education courses. Some of the topics would be equally relevant in general studies work.

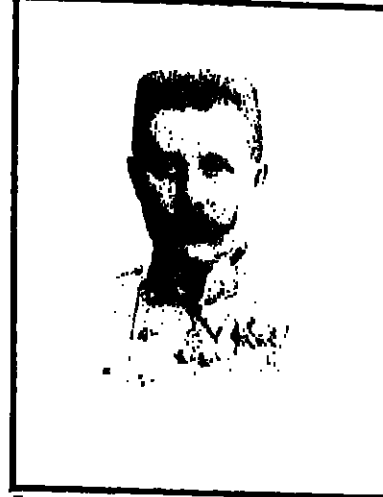
The first two programmes deal with 1914. "The Smell of War" examines the nature of the crisis following the assassination of the Archduke Ferdinand and his wife. The Christmas impasse embodied in the emergence of trench warfare is the basis of "Stalemate". "Smell of War" opens with film and still pictures depicting the day's visit to Sarajevo, climaxing in the arrest of Prince, then we have the title credits.

The successful integration of film and still material is a feature of the series as a whole. Posters, cartoons, newspaper headlines, even Bradshaw's timetable are interspersed smoothly with archive film. Perhaps more strikingly impressive is the sensitivity with which sound has been added: few students will realize from these programmes that film in this period was silent. Nothing can be as alienating for a young audience as movement without the speeding up of early film; also thankful overcome.

The care with which topics have been selected is obvious. Russia, Italy, Germany, China predominate in the remaining eight programmes. Inevitably some major events of contemporary world history had to be excluded. It is probably sensible to ignore the Second World War, though the Teacher's Notes do not explain why.

Considerable care has also been taken over the perspective of individual programmes. Some allow breadth of coverage. By closing November 1920, rather than 1917, and then concentrating on the withdrawal of the White Russians, the programme can discuss Czarist inadequacies before and after the Revolution, as well as Bolshevik achievements and the response of the other Powers.

Other programmes concentrate on particular aspects. Mussolini's actions in power rather than the rise of Fascism;



From the assassination of Archduke Ferdinand, through Mussolini to Mao



Historic present

James Bromwich and Victoria Neumark on schools history series

not Hitler's takeover in 1933, but his success in winning middle-class support in 1930. Instead of 1949 and the growth of the Chinese Communist Party, we have the problems of the Cultural Revolution and Mao's red book. This approach means that these programmes in no way offer a spurious substitute for classroom teaching. "The Master Race" can provide a significant insight into racism in its Nazi form, but the history teacher must use alternative methods to tackle other aspects of German history, such as foreign policy.

History in Action offers positive benefits to history teachers, nevertheless, there are difficulties which derive from the "historic present" approach, from trying to analyse a situation as it appeared at the time and yet recognize that "the historian's job is to try also to see what is happening" (Teachers' Guide).

The strains of the two perspectives are apparent from the start. "Stalemate" stresses the feeling of uncertainty at the end of 1914, the various potential courses that appeared possible and the dangerous implications of an unknown future. However, as a programme made today must do, it includes material on the Christmas Truce, something not allowed by censorship in 1914. Trench warfare is shown and underlined impossible to contemporaries despite the interesting use of I. S. Bloch's writings on Modern Weapons published in 1900. Because of the high professional standards achieved these contradictions do not jar, though perhaps they show in the narrator's commentary which lacks conviction and intensity.

The approach may also be responsible for the amount of material crammed into each programme. Where contemporaries had partial views and were often unable to make links between different aspects of society, the historian is all too aware of them as "factors" in one problem. "The Smell of War" ranges from Slav nationalism and the Anglo-German naval race, through imperialism to Picasso and the fate and after the Revolution, as well as Bolshevik achievements and the response of the other Powers.

Other programmes concentrate on particular aspects. Mussolini's actions in power rather than the rise of Fascism;

ing on work already carried out, or if used to precede study in any topic then it needs to be recognized that it will give a purely impressionistic picture. The Teachers' Guide is well worth getting and develops stopping the programmes to develop points. However, the cost will be high in just the area the series aims and achieves its most important success: involvement. Clearly video recording should be used to provide the opportunity for the selective use of parts. It is a provoking series well worth the effort.

ETV History 11-13: The Middle Ages BBC Television BBC2 Wednesday 11.18-11.38, repeats Tuesday 11.40-12.00 from 18 January. Teacher's notes 25p each (maximum two copies per school). Double-sided wallchart £1.

If you've missed the first programme in *History 11-13's* series on *The Middle Ages*, don't worry. The rest are much better. Strictly speaking, the series should have been entitled *The Late Middle Ages*, since it focuses on the time of the Peasants' Revolt and after, the start of Richard II and Chaucer, of feudalism leavened by the humanism of the Renaissance and a society lacerated as much by the Black Death as by the wars of the struggles of the Wars of the Roses. Following the first programme, on "The Peasants' Revolt", we see how the lords of state and Church managed in "The Castle" and "The Church", survey the typical medieval structure of Lincoln in "The Town" and follow a fletcher from the Cotswolds to Bruges in the all-time wool-trade in "The Traders".

The production team have been at pains to make their information palatable. From dramatization to scale models, from exploration of ruins to re-creation of jousting, the programmes have been made very lively. Obviously, this is no bad thing with this age-group, but it can be carried too far. Particularly in the play with which the series commenced, an attempt to convey the desperate struggles which issued in *The Peasants' Revolt* has been sacrificed to the demands of children's taste.

Peasants in the time of Richard II were poor: this means, thin, hungry, dirty and louse-ridden, often de-

formed, pock-marked, rickety, suffering from mild scurvy in the winter, lethargic and cold. Radiant young creatures fresh out of drama school flashing pink lipstick give the impression that it was just a bit horrid when the tax-collector tore your few pitiful sticks of furniture apart hunting down defaulters – in fact it was life and death. It was a pity that the King was seen playing with plastic chessmen, too.

Dramatizations are, of course, only as good as the actors. In the third programme "The Church" three much more accomplished players give substance to their parts as pilgrims and their journey is skilfully intercut with the presenter's tour of the Church and all its works (monasteries, hospital, school) in Norwich, so that a sense of the living Church, an institution as well as buildings, is crucial. "The Castle" is an all-film programme which shows how castles developed from simple motte-and-bailey structures to such great status symbols as Warwick Castle.

One can all too easily fall into the sort of depiction of the Middle Ages favoured by the Robin-Hood school of Hollywood. Even the very informative survey of Lincoln in "The Town" does not entirely avoid this trap: the producer is so keen to have humour and human interest that we have the old ludicrous wench/dull-apprentice angle to lighten up the story of a carpenter's household. It is unnecessary to add this sort of spice to the study of history; far more interesting is the information on the availability of food and the formation of guilds. After all, out of medieval social structure developed our own, whereas flirtations have remained pretty constant through the ages.

The series should prove a useful resource, and there are some valuable ideas in the teacher's notes which are, however, poorly written and assume absolutely no knowledge of history on the part of the teacher. Dramatic reconstructions of the past need not be lifeless, as a re-reading of Shakespeare shows; if this series doesn't rise to those heights it does at times capture that interplay between human passion and human activities which made the Middle Ages (as any other period of history) so interesting to study.

Then there's Peter Jeffrey making a dignified Henry II in half moon specs, an open-necked shirt and a crown. Sometimes an actor needs certain physical props to help him get into character, a revealing point in itself.

The first two programmes concentrate on scenes from *Henry IV*, parts 1 and 2 focusing on the relationship between Hal and Falstaff. Timothy West makes an ebullient but pathetic Falstaff and Michael Thomas is something of a revelation as Hal. It would be good to see him play the part in a full-length production. West, Thomas and Russell-Brown try the play-acting scene in the tavern in different ways, showing the fencing between the characters, the affection and the underlying tension.

This culminates in a period of concentration on the phrase "I do, I will" as Hal answers Falstaff's need for reassurance about the future. Those few words can be made to carry the burden of their complex relationship close as a marriage, almost John

briefings

radio & tv

Primary schools

INSIGHT (Tuesday, 9.45, Friday, 10.26 ITV) The first of five programmes dealing with time aims to encourage nine to twelve year old hearing impaired children to think about different concepts of time.

STOP, LOOK, LISTEN, B (Tuesday, 11.25, Thursday, 9.30 ITV) What goes into a can of that children's delight "Baked Beans"? Over sixes follow the electronic checking of the beans through to when the sauce is added and the tin sealed.

THE BICYCLE PROGRAMMES (Tuesday, 14.20 VHF4) "Making it safe" is the last of a unit of programmes concerned with cycling and safety. Looks at the work of the Road Safety Officers and visits children taking a cycling proficiency course.

MOVEMENT AND DRAMA 2 (Wednesday, 11.25 VHF4) Three programmes for nine to eleven year olds on what it was like to be evacuated. Drama activities to stimulate children's imaginations.

NEAR AND FAR (Thursday, 11.05 BBC2) "Open Spaces" is a three part unit for nine to eleven year olds on "Tundra", "Grasslands" and "Deserts".

Senior schools

POLITICS IN ACTION (Monday, 13.38 BBC2) The *Politics in Action* programme from Scotland for 14 to 17 year olds giving reasons for and against the deployment of Trident and Cruise missiles in Britain. Speakers include Prof. John Eirichson of Edinburgh University, MPs and CND representatives.

GENERAL STUDIES (Monday, 11.42, Wednesday, 11.39 BBC2) What is genetics? What is genetic engineering? How will current research affect us? "The Discoverers" looks at recent breakthroughs in genetic engineering.

DEUTSCH FÜR DIE OBERSTUFE (Monday-Friday, 00.30 VHF4) A unit of programmes on German Business Studies is included in this term. Other topics for sixth forms include German youth, Heinrich Heine and Innsbruck (Radiovision).

1974 (Tuesday, 11.38 ITV) "Truth" by Philip Knightley examines specifically truth in journalism. A *Sunday Times* journalist is working on a story about killer whales in British zoos. How does he unravel the truth? Will the paper want to print it?

SCIENCE TOPICS (Tuesday, 13.19, Friday, 9.08 BBC2) Ten million children under five suffer from severe malnutrition. In "Food and Population" 14 to 17 year olds look at increasing populations and declining food production.

Continuing education

INSIDE YTS (Sunday, 11.20 BBC2) A series for supervisors and organisers of YTS courses. "It Ain't What You Do..." aims to show that training in specific areas needs to be adaptable.

EXTRA

Euro-production

Chris Mottershead reports on a European conference on media studies

Last August a week's conference on the teaching of mass media was held at Kristiansand in Norway. The course was organized by the Norwegian Ministry of Cultural and Scientific Affairs Section for the Continuing Training of Teachers and supported by the Council of Europe, who funded teachers from 13 different countries. As there was also a speaker from the United States, the conference provided an unusual opportunity to acquire a taste of how practical work in media studies has been developing across much of Europe.

Judging by the accounts of courses in lower and upper secondary schools in Denmark, Norway and Sweden, Super 8mm film-making was popular - each of the three courses described in detail had included the making of a film. One was a "revenge Western", making use of a local historic railway line as a major part of the location. Another was a more "sociological" study of the reactions of a girl and her classmates to an injury confining the girl to a wheelchair. The third was a pastiche of a popular detective serial on television.

The accounts of the production processes would be familiar to teachers who have undertaken such work with classes: the unexpected amount of time taken, the organizational demands, some technical problems of lighting. It should be said that the results were impressive - in no sense had they been deliberately selected as outstanding examples.

Equally familiar would have been the mixture of satisfaction and disappointment reportedly felt by the children involved, the former being more general, the latter where effects of performance failed to match expectations derived from the commercial models.

What was perhaps less familiar was that the films came out of a context of critical work on the media. Against

which to base film-making which demonstrated how emotions were manipulated through such means as shooting, editing and the addition of music.

A different approach to media studies was provided by William R. Curtis, director of a long-established project "Media Now" in Iowa. This project has apparently been operated by a number of schools in the USA. It is based on an extensive set of modules of materials, including worksheets directing students to different stages of media production, together with short film examples intended to raise issues of editing, lighting, and aesthetics.

There seemed to be an emphasis here on the desirability of practical achievement for its own sake, even leading to some apparent emphasis on vocational possibilities. This may have had several points of origin: the tendency for media work to be linked to more disruptive students and the supposed motivation of practical production, a cultural emphasis on practicality and professionalism and the existence of local television stations.

While some of the guidance worksheets of the project looked useful, they would probably have needed considerable teacher support. What was more worrying was the implicitly normative basis of some of the material which was concerned with how to make films and not with any critical examination of the possibility of constructing and manipulating meanings.

Indeed what seemed lacking in the experience directly presented to the conference was the possibility of using film and video equipment as a way of exploring media conventions as well as to produce finished films and tapes (the two should not be seen as mutually exclusive). This may have been because the use of portable video seems much less common than in this country, with the instant replay it allows.

Within informal discussion several points were made. Participants from Britain were able to raise the possibilities of such things as simulations of television news broadcasts or experiments with different styles of interviewing. Such proce-

dures have several possible benefits - they can be done in far less time than needed for the full-scale production; they can be stimulating for students; but since they are less a matter of supposed "personal creation" it is easier to comment upon the technicalities being explored. There can also be a clearer attempt to make critical links with aspects of standard film and television practice.

Len Masterman spoke on the course and was also the Council of Europe rapporteur. His report was valuable in raising the question of practical work, as well as in stressing the growing interest and importance attached to developing media studies by so many European countries.

"One point emerged very clearly. Indeed it was implicit in the very organization of the conference. Practical work, in a variety of forms, is an important, perhaps an essential component of any worthwhile course in media education. Students if they are to gain any critical understanding of media processes, need to have first-hand experience of the construction process from the inside."

"Some caveats on practical work are necessary, however. Practical activity does not, in itself constitute media education. In particular, the common expressed belief that through practical work students will automatically acquire critical abilities, and begin to demystify the media needs to be challenged. Rather, the link between practical work and analytical activities needs to be consciously forged by the teacher. It must be worked for. It cannot be assumed. . . The role of the teacher is of crucial importance in establishing that the primary aim of practical work is not to emulate professional media practices but to subject them to critical scrutiny."

The need now is to develop a range of examples of such approaches to practical work to assist teachers in developing an alternative practice.

Chris Mottershead is on the Educational Technology Advisory Team, Learning Resources Branch, ILA.



Welsh channels

Linda McIver and Christopher Points on video projects in Clwyd

HVC3000 lightweight colour cameras, where Mike can accommodate groups of 27.

At Clwyd, project centres on bringing outside help into schools to provide the essential familiarization of equipment and techniques for pupils as well as staff. Starting this spring, a team from the Wrexham Video Project, sponsored mainly through the Wrexham Maelor Borough Council, will be visiting schools to provide workshop sessions for small groups of pupils with their teacher. Projects have been devised so that preparation is done before the workshop takes place, thus enabling pupils to make maximum use of the sessions themselves.

Very recently the involvement of Clwyd as one of the Hanpower Services Commissioning Unit areas has enabled practical video work to develop in other ways. Clwyd has increased for the purchase of equipment and the size of groups was limited to a maximum of 20. Video Buryr ap Iwan at Aberystwyth is one of the designated schools. It is offering a modular course to all pupils and staff who

pupils, including a television course run by Dafydd Parry, which offers a beginners' and an advanced course. As well as being equipped with a television studio, the course receives professional help from HTV. Although this range of activity is beyond the scope of practicals for most schools, it does herald the possibilities of video work in new directions.

Video does not, of course, have to be used only in media studies schemes. Many Clwyd schools are modifying their English syllabuses to include an element of media studies in the core curriculum, and it is hoped that video will be used in these courses with pupils in their first years at secondary school.

A guide outlining strategies for using video in the classroom in Clwyd will be available from Clwyd Centre for Educational Technology, Mold, in March.

Linda McIver and Christopher Points are teachers of Media Studies in Clwyd secondary schools and have participated in a secondment to administer Media INSET provision.

EXTRA

Picture packs

Len Masterman reviews some BFI materials for teaching television and film

Starters: Teaching Television Title Sequences
Price £5.50 (including p&p)
Reading Pictures
Education Image Project Unit 1
Price £4.90 (including p&p)
Selling Pictures
Education Image Project Unit 2
Price £7.00 (including p&p)
Available from the British Film Institute, 81 Dean St, London W1V 6AA (tel 01-437 4355)

These three teaching packs from the British Film Institute will be warmly welcomed by teachers of Media and Communication Studies, Social Studies and English, as significant additions to the growing volume of useful materials now available in the fields of image and media study.

Starters is ambiguously but precisely named. It is a pack consisting of a videotape, slides, student exercises and teacher's notes on seven "starting" or title sequences from British television shows. It makes an excellent starting-point for the classroom analysis of television. The analyses of the sequences undertaken by Twitche and Birkett are thoroughly done, and the suggestions for classroom use varied and imaginative.

Starters will be mis-used if it is followed slavishly, however. It ought, rather, to encourage teachers to com-

plete their own starter tapes for their own students, and perhaps rectify an omission of some significance within the pack - the lack of any American material, presumably for reasons of copyright, for the strikingly different nature and functions of American and British television title sequences can illuminate, in the simplest possible form, relationships between economics, ideology, and cultural forms.

Reading Pictures is a basic pack of three linked exercises using pictures, slides and exercises to introduce children to image study in a structured way. Designed for secondary school pupils, the pack has in fact been used with some success by primary school teachers.

Selling Pictures is much more substantial. It is, at once, the best available source for teaching about stereotyping, emphasizing, as it does, not simply questions of visual representation but of power, and of the processes

through which some groups are able to define, categorize and evaluate others. The pack consists of an excellent broadsheet on women's magazine covers, photographs, slides, a very good teacher's booklet, and a student guide to media ownership and control, *The Companies You Keep*.

My only major reservation concerns the student booklet. It deals with an area which is of great importance but which raises profound pedagogic difficulties. These revolve around the topic's conceptual difficulty, questions of information overload, and, critically, the problem of making connections between ownership patterns and the films, television programmes, newspapers, magazines and images which students habitually see. These relationships need to be pursued - fractured, mediated and indirect though often proven to be - since the primary objective of the exercise is to divest media images of their apparent innocence and spontaneity.

Guide to Film Studies in Secondary and Further Education
Price £2.00 (including p&p)

This annotated guide to film studies is probably the single most useful document for teachers of film to appear in the past decade. By supplying a comprehensive bibliographical base to the subject, it restores to the study of film a significance and status which have been somewhat in decline in schools, even with media education itself, over the past few years.

Edited by David Lusted from the contributions of many practising teachers, it has a range and thoroughness beyond the energies of any individual educationalist. It attempts to serve those teaching film in traditional ways, while encouraging them to move on to more politically productive areas. So, while there are bibliographies for 25 individual directors, the list of those included admits to its own arbitrariness; annotations are brief, and the whole section is preceded by a reading list on authorship.

The sections on such topics as narrative, genre, documentary, realism, stereotyping and representation each contain a strategic outline of areas of work in the field, a basic reading list, and a detailed guide to key areas of debate and supporting texts. The document will be a boon to beginning teachers and old hands alike.

Projection for cine

For educational institutions wishing to make their own film programmes, a choice may be necessary between cine film and videotape. With cine film this is most likely to be 16mm, or perhaps the new Super 8mm, as both 35mm and 70mm with their long footage have become the preserve of the professionals. The most likely choice, therefore, is between 16mm and videotape. So what are the relative merits?

The choice is not simply a matter of cost, for when both direct and indirect costs are considered there is, in fact, little between them. The important issue is to decide which medium is more appropriate to the programme's purpose (ie the size of the group for which it is being prepared and the content of its message), for whichever is chosen, it is essential that it should be subservient to the message. The programme is merely an aid.

The cine film permits shots to be made one by one, at a variety of speeds, so film can be slowed down or speeded up more easily than video. The sequences, too, can be repeated without danger of erasure, and the animation of cartoons and diagrams is better done on cine film than on videotape. On the other hand, many special television effects - fading in and out, superimposing one image over another, colour mixing - are more effectively carried out on video.

If editing is necessary, as it generally is, then cine films have to be edited in laboratories; copying is also a laboratory process. Video editing and copying do not require recourse to laboratory work, though the editing is a delicate and inexact operation and video editing equipment is cumbersome. It needs more maintenance and upkeep than cine equipment, is more liable to break down (camera tubes, for example, need frequent replacement), is more cumbersome to handle and is not as robust as cine cameras.

There are advantages and disadvantages in both media and the programme planner and producer must weigh these up before deciding which is the best for his or her purpose. Of course, both media may be used by transferring cine film to videotape, ie from optical to electronic image, or vice versa. The first is easier but some loss of quality will result, while the second is costly and delicate.

If the programme or film is to be loaned on a regular basis, it is safer to use cine film as videotape is liable to erasure - at least until videocassettes are in common use.

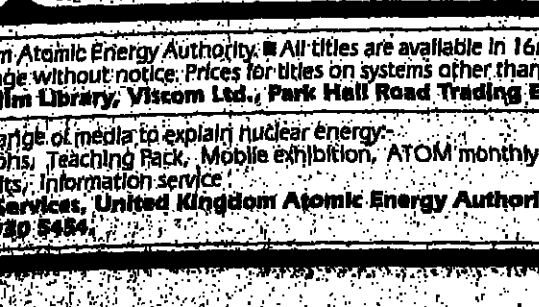
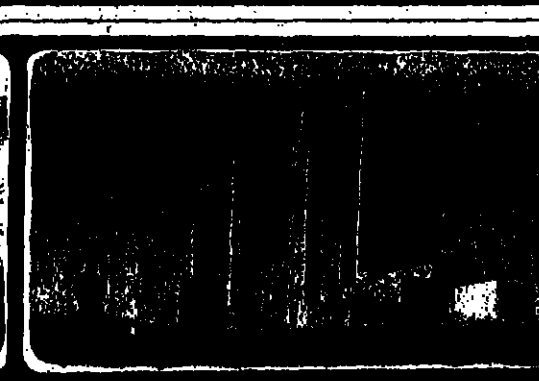
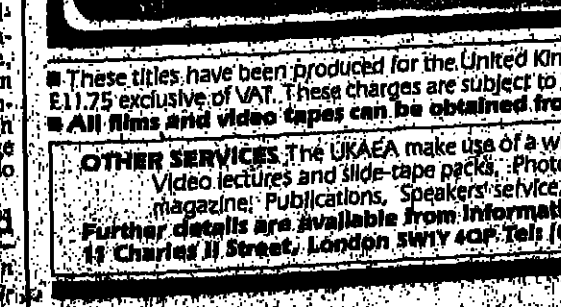
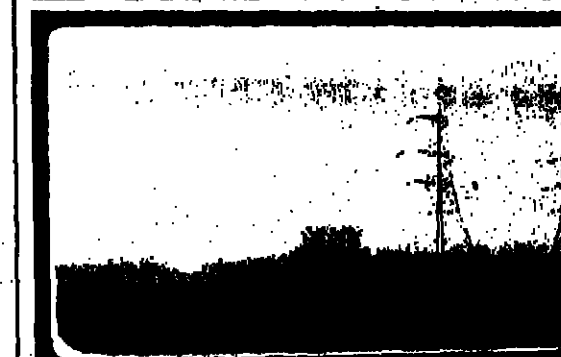
Some local authorities have already replaced their stocks of cine films with videotapes. NAVAL, the film library run by the Educational Foundation for Visual Aids, has itself made video copies of about a hundred of its titles, but it has no intention of entirely replacing cine films with videotapes. Such a policy would be shortsighted in the extreme.

Cine film enjoys a number of advantages as a teaching aid. It can demonstrate very clearly and in almost infinite detail any product or process, however large or small, at whatever speed is required. It can be shown over and over again without detriment to quality, and it is projected in a darkened room with a less subdued lighting, it commands the attention of the audience, particularly a large audience for whom the small video screen is inappropriate.

Stanley Bradford is a Consultant in Media Studies at the Educational Foundation for Visual Aids.

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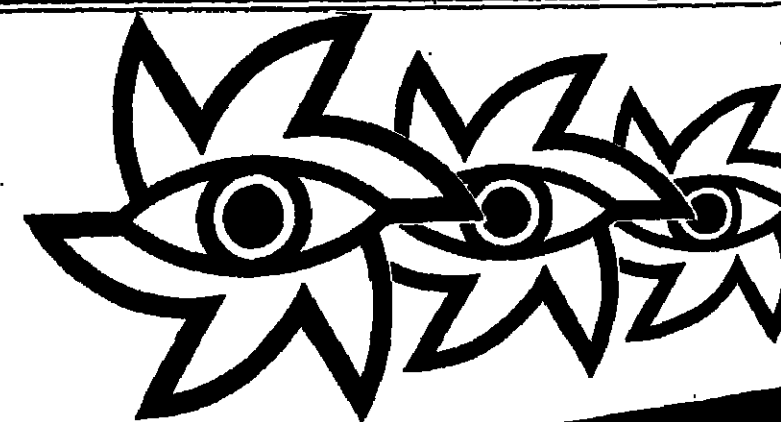
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This film portrays the differing skills and outside interests of four UKAEA personnel. In this way the film presents a picture of the corporate endeavour and individual enterprise within the Authority.

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All films and video tapes can be obtained from Film Library, Viscom Ltd., Park Hall Road Trading Estate, London SE24 8EL. Tel: (01) 761 9035.

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EXTRA

With VHS, Betamax and Video 2000 bringing colour videocassette recorders into many classrooms, manufacturers have been quick to introduce battery-powered colour portable equipment or "video portapak" as they are popularly known.

Video portapaks provide many opportunities for educational experiences for which previously only Standard and Super 8 film could have been used and then in a limited way. As many film enthusiasts regretfully acknowledge, the domestic/amateur market for Super 8 film has virtually disappeared, thus depriving manufacturers of an economic production base. There are still manufacturers of "professional" Super 8 equipment but at "professional" prices.

Video portapaks are relatively cheap and can be used for many things - role play, classroom observation, sports, gymnastic and dance training, drama work and preparing demonstration work for subsequent controlled replay of topics which a whole class would not be able to view easily "en masse". Copies of the cassettes could also be kept in the resources area for individual study.

The typical video portapak, regardless of format, includes a video colour camera - usually with a zoom lens (6:1 is a typical zoom lens ratio) - and an electronic viewfinder to view the subject and to replay to check the recorder is "taking".

Often the zoom lens will have a macro position useful for close-ups of small objects, for example textiles and details on documents. Viewfinders are generally monochrome and many incorporate warning symbols or lights to indicate "tape running", "low light", etc.

The camera should be fitted with a filter switch, used when shooting under artificial light or daylight, and a device for setting "white balance" and hence accurate colours. Most cameras have automatic exposure control but manual control allows greater flexibility.

Most video cameras include a built-in microphone. This can be a mixed blessing as it reduces the number of trailing leads but built-in microphones usually record the sound of the camera's zoom lens motor extremely well. Also several users have inadvertently recorded their own personal comments when using a camera.

Better sound to be recorded and is especially useful for the school play, where the camera is usually at the back of the hall and the microphone should ideally be close to the stage. Some cameras now are even fitted with built-in electronic captions systems.

The recorder will have controls to stop and run the tape, connections to the camera, and possibly an extra microphone input. It will be powered by re-chargeable

Although portable video has been around for 15 years now, it is only recently that the increasing availability of cheap, lightweight equipment, that it has secured a viable option for schools. Yet, as with computers, having made the initial (and not insignificant) investment in portable video equipment, many schools are left with the dilemma - what exactly do we do with it?

If video is not to remain the sole province of the wild-eyed enthusiast, an obvious solution is for staff to attend one of the many training courses available. Attending a course held away from the pressures of school can be a useful way of getting the initial fascination with video and its possibilities out of your system; at the very least, this will make you less likely to monopolize the equipment when you get back into the classroom.

Such courses are inevitably of variable quality (not to mention price - the two may not necessarily be related) and they may also employ a number of different approaches to using video. Teachers, therefore, need to be very clear about the motives and orientations of the course organizers, and also about their own reasons for wanting to use video, if they do not wish to fall victim to commercial exploitation.

Of the different approaches to using video in education, each has different aims and requires different skills, both technical and teaching skills. The dominant tradition of using portable video in education derives from youth and community work where video is seen as a tool for encouraging creative self-expression and as a means of gaining more democratic control of the media. The other tradition here is, not the quality of the finished product, but rather the relationship developed and understood by the participants in the production process. The approach of this approach is, however, considerably different from that of the traditional approach to video in education.

batteries or by a mains adaptor. Better recorders will also have audio and video connections to permit dubbing onto other machines. (Dubbing can be used as a form of editing to remove unwanted material from your finished tapes.) Many recorders also have an "edit-start" system to minimize picture break-up between shots.

The recorder and camera may also be supplied with carry cases to protect against dust and moisture, and with some systems a separate timer-timer unit is available. This connects to the recorder and gives the user a mains-powered off-air recording facility.

At the time of writing, VHS portapaks are manufactured by JVC (some distributed through domestic outlets, others through Bell & Howell dealers) and by Sharp, Hitachi, National Panasonic, Olympus and Canon. JVC have introduced a smaller version of VHS. Known as VHS-C, it offers 30 minutes' recording time and the tapes can be replayed on full-size VHS machines by using a caddy cassette adaptor. Sharp also supply VHS-C items.

The recording time on portable video is limited by the capacity of the re-chargeable batteries supplied. It is optimistic to expect more than 30 minutes' recording time under typical operating conditions.

In order to select the appropriate equipment, it is important to consider the following points. For example, does your I.e.a. have a policy on video format and purchase agreements? (ILEA has a policy on this.)

Ferguson/Baird VHS and Video 2000 equipment is distributed by Radio Rentals Contracts, but other organizations to consider include Visionhire, Telefusion, Rediffusion and Granada.

The Betamax format is mainly sent by Sony who manufacture a comprehensive range of mains and portable equipment. Other manufacturers producing Beta recorders include Sanyo, Toshiba, Video 2000 produced by JVC. It is said to have superior qualities to VHS and Betamax, but it has a small market share and has not achieved the success that was hoped for.

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If your I.e.a. does not have a policy, does your establishment have one and do you need to ensure that you can share material with colleagues elsewhere? If your establishment has established its own policy in isolation, it would be wise to select equipment within that, so purchasing a VHS system in a school locked into Betamax could cause problems.

How you intend to use the equipment will determine other requirements including accessories. New ideas present themselves once the equipment is in service and accessories can be added as time goes by, but beware. Some Japanese manufacturers have a habit of changing models at rather frequent intervals and accessories exclusive to a specific model may not be readily available at a later date.

Initial expenditure will include the recorder apparatus plus essential accessories - tape, microphone, tripod. A

portapak, including camera, can be purchased at typical retail prices for around £1,000 but many I.e.a.s have advantageous purchasing arrangements and discounts of about 20 per cent should be available.

If you cannot purchase through your I.e.a. and have to go independently, try and purchase from an audio-visual or specialist non-domestic dealer. A greater range of equipment should be available and a combination of equipment from different manufacturers may meet your requirements. Many of the national television rental organizations have an "Industrial" division set up for this type of sale or rental, but always check what is included in the purchase price and what warranty is offered. It is usually more economical to purchase than to rent - calculate three years' rental against the purchase price.

Running costs will include tape, spare lamps if you purchase lighting equipment, provision for maintenance, insurance against loss and damage, and replacement batteries. Again, your I.e.a. may already have preventative and/or breakdown maintenance arrangements in force. If not, investigate the cost of a maintenance contract - single call-out charges for equipment can be very expensive. One school was quoted over £160 to renovate the tape drive mechanism on their recorder.

As for training to operate the video-pak, see below, but the handbooks supplied with most items of equipment are usually sufficient to get you and the equipment "up and running". Some I.e.a.s provide INSET on the use of application of video and weekend courses are often run at colleges. The dealer or supplier may also provide a user-demonstration when the equipment is installed.

Security and storage arrangements should be governed by the policy of your I.e.a. For example, ILEA has very firm rules about equipment being marked and stored in secure cupboards and being fully recorded in stock books. Transit cases can be purchased for when the equipment is taken on location.

Many I.e.a.s also have strict guidelines on electrical safety; others may take a more relaxed attitude. In my view, the proposed video equipment should have a BEAB (British Electro-Technical Approvals Board) safety mark unless other evidence of its safety is available, but for further guidance, Test Bureau (01-735 2904), based in Central London, publish evaluation and safety reports of AV, video and computer equipment.

Stephen Rolf is AYA Equipment Development Officer for the Inner London Education Authority. The views expressed above are, however, not necessarily indicative of ILEA policy.

which does not look as if it took place in a dark yellow haze or sound as if it was recorded in the swimming baths. Ultimately, then, it is important that those involved in video training understand that their function is not to train teachers to be television producers; rather, they should be encouraged to learn about teachers' needs and orient their training to the specific, if less than glamorous, educational uses of video. As well as providing training in operating equipment, such courses should address the basic educational problems: how does one devise ways of involving a class of 25 when there is only one set of equipment? How can one use video in ways which allow pupils to develop beyond the initial burst of enthusiasm? How does one encourage pupils to assess their own work critically yet positively, rather than dismissing it as "amateurish"?

In assessing the merits of available training courses, therefore, teachers should beware of being seduced by the superficial glamour of video equipment. They should constantly keep in mind the purposes for which they want to use video and the particular technical and organizational constraints of their teaching situation. At present, there are very few courses which take such constraints and purposes into account, and still fewer which deal with them in a positive and creative way.

For addresses of educational courses in film and television - some of which include video production - see Liz Cooke's "Studying Film & TV: A List of Courses in Higher Education" (BFI) and "Film & Television Training: A Guide to Courses in the UK" also the "Directory of Courses in Television Techniques" published by the Educational Television Association.

David Buckingham is Media Resources Officer at Ackland Burgh School, Canterbury, City of Westminster, London.

EXTRA

standardized on VHS.) If it does, there is a strong possibility that purchasing arrangements already exist for a "preferred model" of portapak.

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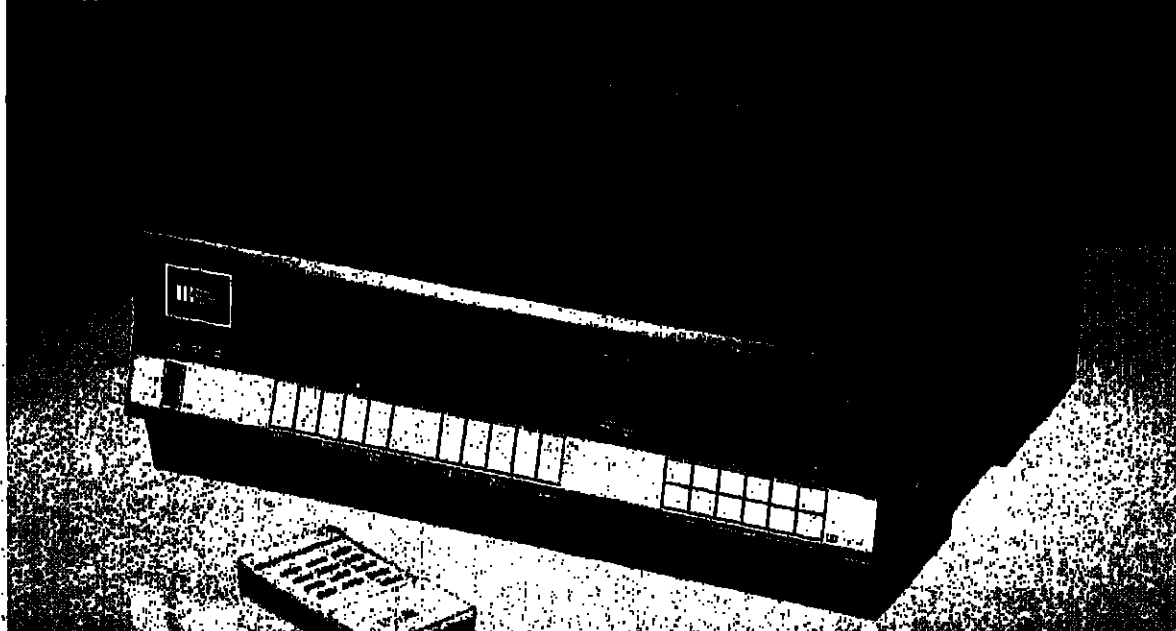
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Three short films, made by Concord Films, which are designed to provoke thought and discussion on conflict and resolution in everyday life, and on a wide range of related issues such as racism and sexism. Although directed primarily at 14-18 year old pupils, the films are also suitable for younger pupils, for further education, and for peace groups, church-based groups, community organisations, and any groups concerned with violence and non-violence in our world.

These Startingpoint Films look at three typical situations for teenagers: a party, a fight at school, and choosing a future career.

Available for hire on 16mm film (£8) or videocassette (£7). Also available for sale (film £200, video £30). All prices plus carriage and VAT.

Full details about STARTINGPOINT FILMS and other films for peace education from

IAN HARTLEY, CONCORD FILMS COUNCIL
 201 YELDFORD ROAD, IPSWICH IP3 9BJ



Side by side

Micro and video — Peter Turner describes an interactive package that schools can afford

Despite the enthusiasm which surrounded the introduction of the microcomputer into schools, there are children for whom this generation of equipment is inappropriate. Although they appreciate the interactive qualities of the machinery and enjoy using electronic devices, they dislike the reading from the screen which is required by many of the computer assisted learning packages. (This is especially true for many teacher-produced packages because of the working hours needed to program even simple graphics.) The danger is that these children will become bored and eventually reject the microcomputer as earlier generations rejected teaching machines.

Development of the voice chip for the micro will add audio-visual impact to programs, but the restricted vocabulary will be a serious limitation for some time to come. It would also be possible to use two audiocassette recorders, one for program loading and one for speech controlled by the micro, and this would increase the impact of learning materials. In my opinion, the greatest hope rests with the possibilities of linking together microcomputer and video technology. This provides both the interactive qualities of the micro and the "real" moving picture of the video.

Recent articles in *The TES* have concentrated upon the development of professional systems based upon either expensive videocassette equipment or videodisc. These systems have exciting possibilities for education and training but they will depend upon the products of commercial publishers. They are unlikely to provide opportunities for schools, colleges or even local education authorities to produce their own interactive video programmes.

If interactive video is to be used for local production it will need to be based upon simple inexpensive technology. The interactive video programmes to utilize equipment already used for individual learning. This limits the choice to the low-cost VHS machines and earlier generations of video recorders no longer popular in the classroom.

The advantage of this approach is that the micro and video can be used together, or as independent systems. As a result, the quantity and range of material for individual learning is much greater and the machinery need never be idle.

The success of this combination depends upon the production decision to use the video extracts in correct order and in a linear mode while using the micro for all the branching program segments. This makes it unnecessary for the video recorder to wind forward or to re-wind under micro control in order to locate particular picture sequences. Instead, the micro just starts and stops the video replay as required by the program producer.

Surry decided to develop an interactive learning system using the complete Philips 1700 videocassette recorder. These machines were no longer needed for classroom teaching and could be modified to remain in a stationary position under micro-computer control. (A similar modifica-

tion would be possible for the majority of VHS machines — without using the pause control which leaves the heads rotating on a small section of tape.) In practical subjects, this interactive system offers a variety of approaches to the programmer. In the simplest form of package, the videotape presentation can be made to stop at selected intervals for the pupil to complete that part of the process that has just been demonstrated. Here, the length of the pause would be determined by the pupil who would signal via the micro when he/she was ready to proceed. Alternatively, the end of a video section might be used for sequences generated from the micro to provide additional theory information, perhaps based upon graphs and charts created by the micro as a response to information supplied by the pupil. Finally, the programmer may decide to include branching sequences of question and answer material to ensure that the learner has understood the video section.

The work of preparing this type of package is much less than would be necessary for a similar computer assisted learning program for the micro and video recorder. The control program used for the video recorder is the same for all packages and only short sub-routines are needed for the interaction between learner and machine in the intervals between the video sections. The video producer, too, is able to reduce production time because only edited sections are needed rather than a completed programme with titles and captions. Often, it is possible to prepare and record the video material needed for several packages in a single recording session.

The separate video sections and the computer program are brought together using a video recorder that can assemble edit. (Many of the VHS machines now work in this way.) The video sections are then inserted in correct order onto a tape which has previously been recorded with camera black, without loss of synchronization. Thus, on replay, there is no unexpected signal which might upset the picture from the videorecorder or the workings of the microcomputer.

In Surry, the interactive programs are assembled together on a Sony U-matic edit recorder so that they can be transferred to either Philips 1700 or VHS for distribution. The computer program used for Surry packages is intended for the BBC Micro. At a later stage similar material could be distributed via any of the new cable services for home users with BBC Micros and VHS recorders.

The microcomputer program is placed at the beginning of the package so that the video recorder loads the micro before placing itself under computer control. In the intervals between the video sections captions are used to indicate that the next section follows shortly. This ensures that the differences in pacing speed between video recorders do not result in the loss of essential teaching information.

Although this type of interactive video could be used for almost any classroom subject, production in Surry will concentrate upon subjects

involving practical skills; partly because there is already a history of using video for individual learning in these subjects, but also because they provide opportunity for pupils to learn through activity as well as through direct response to the computer.

A small number of interactive systems have been installed in home economics areas, in physics laboratories and in woodwork workshops. These will be used to replay standard videotapes for individual learning, for micro packages from the Surry library as well as for the special interactive programmes being prepared by the Surry Media Resources Centre in association with specialist teachers. At a later stage, this work will spread to other science subjects and other aspects of craft, design, technology.

It is also intended that the Surry system of interactive video will be used for in-service training of teachers. One installation will be placed in the county in-service training centre at Oke House, which happens to be adjacent to the Media Resources Centre. If this proves popular with teachers, similar installations will be provided for the four teachers' centres in the authority. In the first instance, the in-service training programs will concentrate upon management techniques. This subject has been selected because it seems ideal for a high level of interaction between the user and the learning package. Early programs will deal with subjects like counselling, discussion leadership and problem solving.

The equipment will be placed in a small viewing area and copies of the programs made available on "open access" to any teacher in the county service. This will permit the facility to be booked by individual teachers without interfering with the courses held at the centre. No record will be kept to identify teachers who have used the programs.

If this additional facility for in-service training becomes popular with Surry teachers, programs will be prepared on aspects of classroom management, teaching methods and departmental organization. This will add a further resource to the bank of printed materials and audio-visual or television programmes which have been prepared by the Surry Inspectorate for schools-based in-service training.

Although the interactive systems based upon videodisc will always take the headlines and cause greatest excitement at exhibitions, I believe that this simple DIY system will prove to be equally important to the learner. The eventual outcome could be that the two systems will be used side by side: the disc system for the presentation of the published material, intended for the widest possible audience, and the cassette system for local learning, directed especially for the local learning problems. This would provide teachers and learners with the very best of interactive video designed to meet individual needs.

Peter Turner is General Inspector for Educational Technology with Surry County Council and National Chairman of the Educational Television Association.

Is children's cinema being killed by television and video? Liz Heron investigates

Tangle Book and Mickey's Christmas Carol were being shown in tandem across one of the major cinema circuits in London during the Christmas holidays and were still on the programme all through January. From *Burking to Wimbledon* audiences must have been good to justify such a long run. Since children are not going to return again and again to films like these they have enjoyed, it may be that the box office was swelled by second-timers. It would hardly be surprising, there were no big new fantasy films in the hall between *Return of the Jedi* and *Raiders mark two* and there was little else for them to choose from.

With only a few exceptions, today's children are unacquainted with the Sunday morning matinee queue for tickets within reach of the most modest pocket money. The historical reasons are clear as cinema closed down over the last two decades, and many high street independent became absorbed into the cinema chains, and late night weekend programmes ruled out still availability for morning shows, outlets for children's matinees dwindled.

Although there are scattered cinemas that still open their doors to children, on Saturday mornings, matinees are, on the whole, a thing of the past. In all of London there isn't one matinee outlet among the major cinema chains.

It's a very picture compared to what it used to be, says Stanley Taylor of the Children's Film Foundation, which tried unsuccessfully to foster ABC Matinee clubs in the seventies. Sad indeed, apart from the blockbuster that exploded on the circuits every few months, it seems as if children are being sold short by the film industry. It was television that first eroded the box office receipts so dramatically in the sixties. Now video is seen as the new threat. With children established as avid consumers of both these home-based media, it could be assumed that there isn't enough potential interest to challenge the market.

Harpley, there's plenty of evidence to the contrary. Children's film clubs, run in independent cinemas, arts centres and the national and regional film theatres supported by the British Film Institute, have been thriving in the last few years with a growing commitment to young audiences.

The approach has been to organize films into seasons on a particular theme, and to link them with special events and activities. These have enabled children to enjoy films they might never ordinarily have seen, alongside the perennial favourites.

"From *Black to Crimson*" brought together a dozen Hollywood swash-bucklers, from Douglas Fairbanks' 1926 silent *The Black Pirate* — with musical accompaniment — to Burt Lancaster's *Crimson Pirate* of 1956. Next came *SEX*, a season on special occasions, which included the 50-year-old *King Kong* and *The Thief of Bagdad* as well as more recent spectacular offerings. And last Autumn, to give some idea of how much women have featured in comedy and adventure films, there was "Perils and Calamities", among them *The Perils of Pauline*, *Manly Jane* and *The Belles of St Trinian's*.

Junior NFT's main programmer is Terry Staples, whose enthusiasm spills over into the lively and informative programme notes he writes for each film. These have children of nine and over in mind — though audiences often include much younger children — and can be built up into a dossier for an entire season. Children also get badges and posters for colouring in (which are later displayed in the foyer) and a club atmosphere is encouraged, with a "bit of patter" and birthday announcements, so that the whole experience is quite different from television or video-watching at home.

But what makes for even greater interest in the background to the films is the series of events like broadcaster Philip Jenkinson's "Crash Course in Special Effects for Beginners", the visit by a Hollywood fight arranger, or the demonstration of how it's done by a stuntwoman who worked on *Return of the Jedi*. Children have the chance to put questions to these visitors.

The NFT is unique in having the resources to back up its screenings with added attractions, but it has influenced other outlets. The children's cinema club at the Institute of Contemporary Arts followed suit with a special effects

season, and other clubs have taken up similar ideas.

In Newcastle the Tyneside Cinema is the first regional film theatre to appoint an education officer, and their programmer, Sheila Whitaker, is confident that this will stimulate developments in attracting young audiences. At the Saturday afternoon matinees attendances are already very good. Science Fiction is top of the list and animals are out. It's a predictable trend given the box office domination of *Star Wars* and its successors. An eight-day season of *Doctor Who* programmes, featuring all five doctors, was "packed out", and children met special effects people and make-up experts from the programmes.

A number of regional film theatres are noted for their efforts to stimulate children's interest in cinema, among them Glasgow and Edinburgh. Animation is always hugely popular. Edinburgh's Filmhouse did a very successful season in collaboration with Cosgrove Hall (for *Supermouse* and *Toad of Toad Hall* last) and at Phoenix Arts in Leicester, local schools got involved in a season of Super 8 animation films.

London's Screen On the Hill, one of the independent Mainline Pictures cinemas, launched Saturday morning matinees in March 1983. They offer the old-style package of a full-length feature preceded by a serial. As well as having to contend with competition from Saturday morning television and the diverse demands of an audience aged 3 to 16, they are also circumscribed by the non-availability of a number of children's films, particularly the most popular Disney features which are hedged around by conditions that only the major cinema chains can meet.

Despite these differences, the screenings are judged a success and audiences have never fallen below the 100 mark. An added draw has been the attendance of local show-business and film celebrities who lend a hand in creating a sense of audience participation with games and stories.

Elsewhere, there are similarly enthusiastic reports. Battersea Arts Centre in south London has been running Saturday afternoon shows for children since 1981 and getting extremely good audiences. The ICA's club, founded the year before, now numbers 3,500-4,000 members and films play on Saturday and Sunday afternoons to around 80 per cent capacity. While high street cinema managers have taken a particular interest and accept a substantial drop in seat prices for one screening a week, the two good responses, like the Drake Cinema in Plymouth, whose matinees are a big attraction.

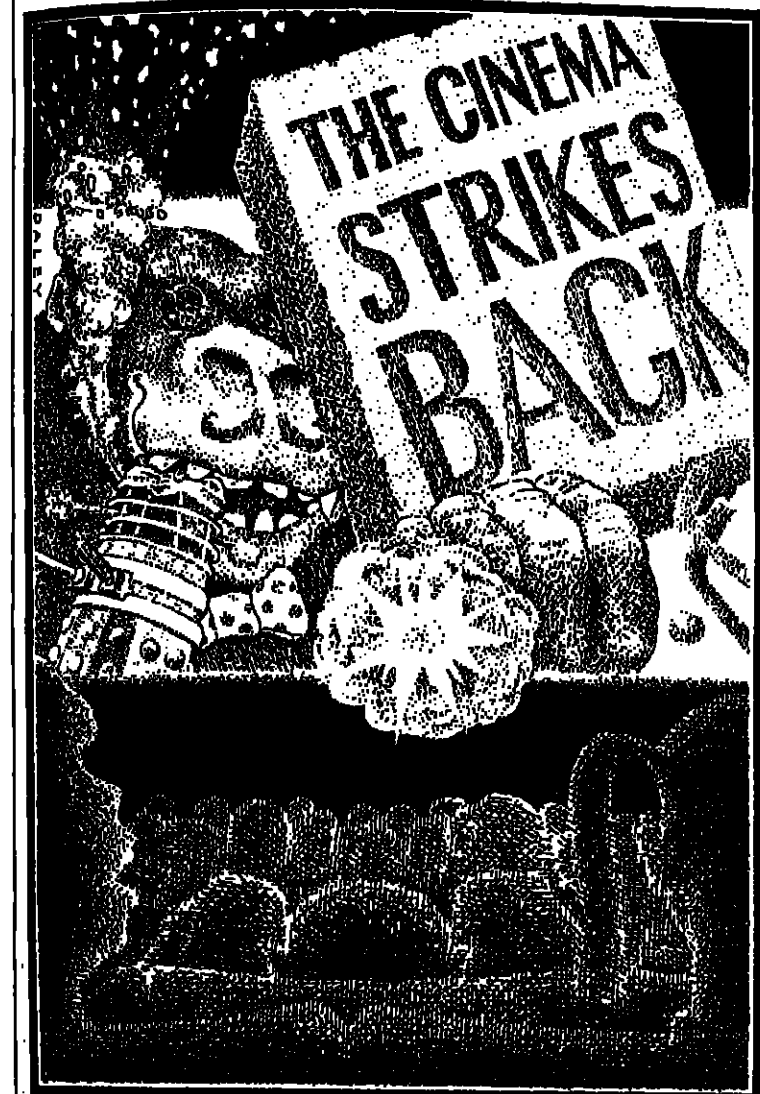
Clearly profitability is a drawback, but if children are recognized as the adult audiences of the future, it makes sense to invest in encouraging their interest in the cinema.

Archie Tait, who programmes the children's club at the ICA, is encouraged by the implications of a recent Thorn-EMI report on the need for the cinema circuits to devote more time and money to encouraging cinema attendances. He feels it might inspire cinema managers to make more efforts on behalf of children.

He also suggests that there may be a need for a nationally funded body to generate interest in children's cinema, and some overall national policy — as there is in a number of other European countries. This might mean a degree of subsidy for the distribution of films. A link with television could be the first step.

This is precisely the route that has been followed by the Children's Film Foundation. Until about four years ago the Foundation was making five to six films a year but, no longer able to survive on its shrinking grant from the Eady Levy, it turned to television and last year reached an agreement with the BBC. Hereafter known as the Children's Film and Television Foundation, it has a three-year contract that will guarantee an income sufficient to fund three new films a year, as a result of television screenings. This year the BBC will show a total of 13 Foundation films: three new ones and 10 from the library. The Rank Organisation will handle cinema distribution.

When an extract from the Foundation's most recent film, *Friend or Foe* was shown last year on television, the Foundation was "bombed" with inquiries from viewers asking where they could see the film. Distribution is certainly a problem, but perhaps the small screen will be instrumental in solving it.



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continued

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ALYTHES SPECIAL SCHOOL
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Required for the summer term 1984, an experienced teacher as Deputy Head of this all-ability special school for children with severe learning difficulties. Visits welcome by prior arrangement. Closing date 17th February 1984. Tel: 0593 160012

DORSET

LINWOOD SCHOOL
Winton, Dorset DT1 1JF
Required for September 1984, a second teacher as Deputy Head of this Group 7 (a) special school providing 180 places for children with severe learning difficulties and severe behavioural problems. Further details from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01258 160012

WEST SUSSEX

DOWNLANDS COLLEGE
Jangle Lane, Havant, Hampshire RG21 2JF
An Independent Residential co-educational school for students with emotional and social problems.
Required for September 1984, a Deputy Head of this school to be responsible for the Head of House and to be a member of the Senior Management team with special responsibility for ensuring the successful implementation of the education programme. A Diploma in Special Education would be a distinct advantage supported by appropriate experience.
Salary Scale (Group 36) £27,503 - £31,000
Applications to be received by the 15th March 1984 to include a p.a.e. form. Enquiries and details from the Secretary to the Education Committee (0444 4160012)

BRENT

LONDON BOROUGH OF BARNET
MANOR (DAY) SPECIAL SCHOOL, RM1 4JF
57 The Avenue, Nw6 7YQ
Required for Summer Term 1984, a teacher (Scale 1) to join the team of three teachers in the Manor (Day) Special School. The school provides moderate special educational facilities for children with moderate learning difficulties. The successful candidate will have experience in working with children with moderate learning difficulties and will be able to provide a range of educational and social opportunities. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 0181 600020

EAST SUSSEX

REMEDIAL SERVICE
Required for April or September 1984, a Remedial Teacher (Scale 2) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01323 600020

NORTHAMPTONSHIRE

WREN SPINNEY SCHOOL
Wootton Bassett, Northants NN19 6JF
Required for April 1984, an enthusiastic teacher (Scale 2) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01535 600020

SPECIAL EDUCATION

OXFORDSHIRE
Buckingham School, Sandridge, Bucks HP8 7WJ
Required for April 1984, an enthusiastic teacher (Scale 2) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01295 600020

Scale 1 Posts

BERKSHIRE
CLAREFIELD COURT
Clarefield, Reading RG2 7JF
Required for April 1984, an enthusiastic teacher (Scale 1) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01235 600020

CHESHIRE

EDUCATION COMMITTEE
DARNALL COUNTY PRIMARY SCHOOL
Sandbach, Cheshire CW8 3JF
Required for April 1984, an enthusiastic teacher (Scale 1) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01273 600020

HAMPSHIRE

LORD MAYOR TRELOAR COLLEGE
Winchester, Hampshire SO9 1JF
Required for September 1984, a teacher (Scale 1) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01252 600020

SURREY

BUTTON LINK DAY SECONDARY SCHOOL
82/84 Croydon Road, Croydon, Surrey CR9 1JF
Required for September 1984, a teacher (Scale 1) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 0181 600020

HAMPSHIRE

WINCHESTER COLLEGE
Winchester, Hampshire SO9 1JF
Required for September 1984, a teacher (Scale 1) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01252 600020

SURREY

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THE ROYAL EARLSWOOD SCHOOL
Earlswood, Surrey GU8 3JF
Required for September 1984, a teacher (Scale 1) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 0181 600020

HAMPSHIRE

WINCHESTER COLLEGE
Winchester, Hampshire SO9 1JF
Required for September 1984, a teacher (Scale 1) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01252 600020

Nottinghamshire County Council
— Education Department
School Psychological Service

Peripatetic Remedial Teacher

Experienced and qualified remedial teachers are invited to apply for the above post based at the School Psychological Centre, Council Offices, Station Road, Sutton-in-Ashfield, Notts.
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The salary will be in accordance with Scale 2 of the current Burnham Report and casual car user travelling expenses are payable.
Application forms and further details (s.e.e.) from the Director of Education (Ref: S28) at County Hall, Nottingham. Closing date: 24th February, 1984. (2798)

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Scale 2 Posts and above

CUMBRIA
EDUCATION COMMITTEE
NORTH EAST DIVISION
ADVISORY & SUPPORT TEAM LEADER SCALE 3
Required for September 1984, a primary teacher with experience of working with children with special needs to fill this new post in the advisory and support team. The successful candidate will be responsible for the provision of specialist advice and support to schools in the North East Division. Further details and application forms from the Director of Education, County Hall, Carlisle. Closing date: 15th February 1984. Tel: 01273 600020

CHROVDON
LONDON BOROUGH OF CROYDON
SPECIAL NEEDS
Two enthusiastic teachers are required to teach in the special needs unit of the Crofton School. The successful candidate will be responsible for the provision of specialist advice and support to schools in the Crofton School. Further details and application forms from the Director of Education, County Hall, Croydon. Closing date: 15th February 1984. Tel: 0181 600020

NORFOLK
ETHEL TIPPLE SCHOOL
Fakenham, Norfolk NR21 1JF
Scale 2/3 ASSISTANT TEACHER
Required as soon as possible at this day school for children with special educational needs, to be responsible for the primary age range.
Application forms and further details available on request from the Headmaster, Ethel Tipple School, Fakenham, Norfolk NR21 1JF. Closing date: 15th February 1984. Tel: 01493 600020

STAFFORDSHIRE
EDUCATION COMMITTEE
LOXLEY HALL SCHOOL
Loxley Hall, Staffordshire ST16 2JF
Required for September 1984, an enthusiastic teacher (Scale 2) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01827 600020

NEWCASTLE
FERNHILL SCHOOL
Farnhill, Newcastle NE11 1JF
Required for September 1984, an enthusiastic teacher (Scale 2) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 0191 600020

BEDFORDSHIRE
EDUCATION COMMITTEE
GROVE HOUSE SCHOOL
Grove House, Bedfordshire MK43 1JF
Required for September 1984, an enthusiastic teacher (Scale 2) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01582 600020

ESSEX
LONDON BOROUGH OF ESSEX
CANNON STREET SCHOOL
Cannon Street, Essex SS1 1JF
Required for September 1984, an enthusiastic teacher (Scale 2) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01206 600020

GLoucestershire
LONDON BOROUGH OF GLOUCESTERSHIRE
ST. ROSE'S SCHOOL
St. Rose's, Gloucestershire GL1 1JF
Required for September 1984, an enthusiastic teacher (Scale 2) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01452 600020

GLoucestershire
LONDON BOROUGH OF GLOUCESTERSHIRE
ST. ROSE'S SCHOOL
St. Rose's, Gloucestershire GL1 1JF
Required for September 1984, an enthusiastic teacher (Scale 2) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01452 600020

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Required for September 1984, an enthusiastic teacher (Scale 2) to provide remedial services for individual children or small groups of children with learning difficulties. Candidates must have experience as qualified teachers with a minimum of five years' experience in the field of remedial work. Further details and application forms from the Headmaster on receipt of p.a.e. form. Closing date 15th February 1984. Tel: 01452 600020

APPOINTMENTS IN SCOTLAND

Strathclyde

REGION

SOCIAL WORK DEPARTMENT

EDUCATIONAL RESOURCE WORKER

Dunfermline Children's Centre, Waukmill Avenue, Dunfermline, Fife DD1 1JF
Salary Scale - A.P.11 - £7404 - £8154

Urban Aid
This post is funded under Urban Aid and is temporary for the duration of the Project (approximately three years).
The person appointed will develop with the Project Team and the community a resource room and a library in the centre. He/she will also work with parents to promote social and educational development through informal contacts, prepare parents and children to come to the centre, and liaise with existing educational establishments.
Experience in educational needs of pre-school children and an understanding and sensitivity to the needs of the local community are essential. Candidates should preferably hold a Teaching Qualification. Ref: R884.

Further details are available from the Director of Education, County Hall, Strathclyde. Closing date: 15th February 1984. Tel: 01452 600020

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APPOINTMENTS IN SCOTLAND

Strathclyde

REGION

SOCIAL WORK DEPARTMENT

EDUCATIONAL RESOURCE WORKER

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The person appointed will develop with the Project Team and the community a resource room and a library in the centre. He/she will also work with parents to promote social and educational development through informal contacts, prepare parents and children to come to the centre, and liaise with existing educational establishments.
Experience in educational needs of pre-school children and an understanding and sensitivity to the needs of the local community are essential. Candidates should preferably hold a Teaching Qualification. Ref: R884.

Further details are available from the Director of Education, County Hall, Strathclyde. Closing date: 15th February 1984. Tel: 01452 600020

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INDEPENDENT
EDUCATION

continued

LONDON W11

NORLAND PLACE SCHOOL
168-166 Holland Park
Avenue, London W11
VICE PRINCIPAL

Required for September 1984. Applicants must be highly experienced graduate teachers, offering a wide range of subjects for Common Entrance, as well as proven administrative ability.

This is an independent, co-educational day preparatory school with 250 pupils aged 4 - 11.

Applications with full curriculum vitae and names of two referees as soon as possible to the Secretary (05763) 180074

BERKSHIRE

LEIGHTON PARK SCHOOL
Master of Junior House.
See low display advertisement. (05601) 180015

The Governors invite applications for the post of

HEAD TEACHER

of
Saint Martin's Public Day School
for Girls

to take up the post preferably from
September, 1984

Saint Martin's, which has 300 girls with an age range of three years to 'O' level, is situated in a pleasant residential area.

Salary negotiable (Min Group 7).

Application forms and further details available from
Clerk to the Governors
Saint Martin's, Station Road
Solihull B91 3RU

(2346)

DODDERHILL SCHOOL
DROITWICH, WORCESTERSHIRE

Appointment of
HEAD

The Governors invite applications for
post of Head from September 1984.

Dodderhill School, founded in 1973, is a developing, independent day school now with 122 girls aged 11-16. G.C.E. 'O' Level is taken in the final year.

Further details may be obtained from:
The Secretary to the Governors,
Dodderhill School,
Droitwich,
Worcestershire WR9 0BE.

(2404)

BRADFELD COLLEGE

Berkshire

HEADMASTER

The Warden and Council of St. Andrew's College, Bradfield, invite applications for the post of HEADMASTER which will fall vacant at the end of the Spring Term 1985.

Full particulars of the post, together with instructions for submitting applications, can be obtained from the Clerk to the Warden and Council, R.G.A. Youard, 35 Basinghall Street, London EC2V 5DB.

Applications should be submitted as soon as possible and in any case, should reach the Clerk not later than 25th MARCH, 1984.

(1922)

Remedial Posts

Herts of Department

SOMERSET

MILLFIELD JUNIOR

See advertisement under
Prep Schools (05203) 181018

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SURREY

GUILDFORD HIGH SCHOOL
(Church Schools Company)
London Road, Guildford,
Surrey GU1 1BJ

Required for September 1984. Applicants must be highly experienced graduate teachers, offering a wide range of subjects for Common Entrance, as well as proven administrative ability.

This is an independent, co-educational day preparatory school with 250 pupils aged 4 - 11.

Applications with full curriculum vitae and names of two referees as soon as possible to the Secretary (05763) 180074

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Other Assistants

LONDON SE22

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22

Required for September 1984. Applicants must be highly experienced graduate teachers, offering a wide range of subjects for Common Entrance, as well as proven administrative ability.

This is an independent, co-educational day preparatory school with 250 pupils aged 4 - 11.

Applications with full curriculum vitae and names of two referees as soon as possible to the Secretary (05763) 180074

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PREP SCHOOLS

continued

KENT

MARLBOROUGH HOUSE
Hawthorn Hill, 47V

There will be a vacancy for an enthusiastic and experienced teacher of English in September 1984. The successful candidate will be responsible for the teaching of English and for the supervision of the school's library. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Marlborough House, Hawthorn Hill, 47V.

Marlborough House prepares pupils for senior public schools. Salary is based on Burnham and some fringe benefits available.

Applications in writing please to the Headmaster, Marlborough House, Hawthorn Hill, 47V. Tel: (01752) 205624.

SURREY

CATERHAM SCHOOL
PREPARATORY

I.A.P.S. 8, Bording/Day 250 Boys 8-13

Required for September 1984 a qualified teacher of French to teach the subject throughout the school. English would be the preferred second subject. A willingness to take on an additional subject is an advantage. Single accommodation available. Burnham Scale.

Written applications and C.V. with names of two referees to the Headmaster, Caterham School Preparatory, Caterham, Surrey, GU9 7PS. (08833) 205624

Physical Education

Heads of Department

SOMERSET

ALL HALLOWS
Cranmore Hall, East Cranmore, 48V

Required September as Head of P.E. an excellent physical education teacher with a minimum of five years' experience in the post. The successful candidate will be responsible for the teaching of Physical Education and for the supervision of the school's sports facilities. The successful candidate will be required to have a degree in Physical Education and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, All Hallows, Cranmore Hall, East Cranmore, 48V.

Apply Headmaster, with curriculum vitae and two referees to the Headmaster, All Hallows, Cranmore Hall, East Cranmore, 48V.

Other Assistants

SURREY

PR and Games specialist required for a leading day school 130 boys, aged 7-13. The successful candidate will be responsible for the teaching of Physical Education and for the supervision of the school's sports facilities. The successful candidate will be required to have a degree in Physical Education and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Cranmore Hall, East Cranmore, 48V.

STAMFORD JUNIOR SCHOOL

(IAPS Day and Bording 350 boys aged 8 to 13 years)

Required in September 1984

Two Young well-qualified

Form Teachers of General Subjects

to boys aged 8+ and aged 10+. Ability to teach a subject (preferably English) in the 11+ and 12+ age groups would be a welcome extra qualification. It is hoped that those appointed will be keen to take part in activities outside the classroom. We shall be looking particularly for help with rugby and cricket. There will be the possibility of House Tutorships in Day or Bording Houses.

A suitably qualified applicant may be offered the responsibility for co-ordinating the teaching in the 8+ to 10+ age range, i.e. our Preparatory Department. Burnham Scale plus Stamford School allowance.

Apply with curriculum vitae, names, addresses and telephone numbers of TWO referees to the Head of the Junior School, Stamford School, Stamford, Lincolnshire PB9 2BS.

Science

Other Assistants

DEVON

ST. JOHN'S SCHOOL
Bideford

Required for April 1984 (would consider September) a qualified teacher of Science to teach the subject in the school. The successful candidate will be responsible for the teaching of Science and for the supervision of the school's science facilities. The successful candidate will be required to have a degree in Science and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, St. John's School, Bideford.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, St. John's School, Bideford.

DEVON

BRAMDEAN SCHOOL
Exeter

Independent Preparatory & Senior Day & Weekly School for Boys

Chemistry teacher required. Full or part-time position. The successful candidate will be responsible for the teaching of Chemistry and for the supervision of the school's chemistry facilities. The successful candidate will be required to have a degree in Chemistry and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Bramdean School, Exeter.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Bramdean School, Exeter.

DEVON

BRAMDEAN SCHOOL
Exeter

Independent Preparatory & Senior Day & Weekly School for Boys

General subject Teacher required to teach juniors 6 plus 11 plus. The successful candidate will be responsible for the teaching of General Subjects and for the supervision of the school's general subject facilities. The successful candidate will be required to have a degree in General Subjects and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Bramdean School, Exeter.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Bramdean School, Exeter.

GLoucestershire

WYCLIFFE COLLEGE
Stonelieu, Glos

For April or September 1984 a qualified teacher of English to teach the subject in the school. The successful candidate will be responsible for the teaching of English and for the supervision of the school's English facilities. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Wycliffe College, Stonelieu, Glos.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Wycliffe College, Stonelieu, Glos.

GLoucestershire

WYCLIFFE COLLEGE
Stonelieu, Glos

For April or September 1984 a qualified teacher of English to teach the subject in the school. The successful candidate will be responsible for the teaching of English and for the supervision of the school's English facilities. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Wycliffe College, Stonelieu, Glos.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Wycliffe College, Stonelieu, Glos.

Other than by Subject Classification

Other Assistants

BOURNMOUTH

THE PARK SCHOOL
Queens Park, South Drive, Bournemouth

180, 4-11 Years

Required April/Sept. 1984 a qualified teacher of English to teach the subject in the school. The successful candidate will be responsible for the teaching of English and for the supervision of the school's English facilities. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, The Park School, Queens Park, South Drive, Bournemouth.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, The Park School, Queens Park, South Drive, Bournemouth.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, The Park School, Queens Park, South Drive, Bournemouth.

BRIGHTON

BRIGHTON & HOVE HIGH SCHOOL
Brighton

Required for September 1984 a qualified teacher of English to teach the subject in the school. The successful candidate will be responsible for the teaching of English and for the supervision of the school's English facilities. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Brighton & Hove High School, Brighton.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Brighton & Hove High School, Brighton.

BRISTOL

THE DOWNS SCHOOL
Wrexham, Nr. Bristol

Tel: Nailsea 555008

(I.A.P.S. 250 pupils)

Required for September 1984 a FORM TEACHER to teach the subject in the school. The successful candidate will be responsible for the teaching of Form and for the supervision of the school's Form facilities. The successful candidate will be required to have a degree in Form and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, The Downs School, Wrexham, Nr. Bristol.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, The Downs School, Wrexham, Nr. Bristol.

BUCKINGHAMSHIRE

DAVENHAM SCHOOL
Petersfield

Required for September 1984 a qualified teacher of English to teach the subject in the school. The successful candidate will be responsible for the teaching of English and for the supervision of the school's English facilities. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Davenham School, Petersfield.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Davenham School, Petersfield.

DEVON

BRAMDEAN SCHOOL
Exeter

Independent Preparatory & Senior Day & Weekly School for Boys

General subject Teacher required to teach juniors 6 plus 11 plus. The successful candidate will be responsible for the teaching of General Subjects and for the supervision of the school's general subject facilities. The successful candidate will be required to have a degree in General Subjects and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Bramdean School, Exeter.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Bramdean School, Exeter.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Bramdean School, Exeter.

GLoucestershire

WYCLIFFE COLLEGE
Stonelieu, Glos

For April or September 1984 a qualified teacher of English to teach the subject in the school. The successful candidate will be responsible for the teaching of English and for the supervision of the school's English facilities. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Wycliffe College, Stonelieu, Glos.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Wycliffe College, Stonelieu, Glos.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Wycliffe College, Stonelieu, Glos.

HAMPSHIRE

REDLES JUNIOR SCHOOL
Bournemouth

Required for September 1984 a qualified teacher of English to teach the subject in the school. The successful candidate will be responsible for the teaching of English and for the supervision of the school's English facilities. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Redles Junior School, Bournemouth.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Redles Junior School, Bournemouth.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Redles Junior School, Bournemouth.

HERTFORDSHIRE

BERKHAMSTED SCHOOL
Berkhamsted

Required for September 1984 a qualified teacher of English to teach the subject in the school. The successful candidate will be responsible for the teaching of English and for the supervision of the school's English facilities. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Berkhamsted School, Berkhamsted.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Berkhamsted School, Berkhamsted.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Berkhamsted School, Berkhamsted.

HERTFORDSHIRE

BERKHAMSTED SCHOOL
Berkhamsted

Required for September 1984 a qualified teacher of English to teach the subject in the school. The successful candidate will be responsible for the teaching of English and for the supervision of the school's English facilities. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Berkhamsted School, Berkhamsted.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Berkhamsted School, Berkhamsted.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Berkhamsted School, Berkhamsted.

HERTFORDSHIRE

BERKHAMSTED SCHOOL
Berkhamsted

Required for September 1984 a qualified teacher of English to teach the subject in the school. The successful candidate will be responsible for the teaching of English and for the supervision of the school's English facilities. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Berkhamsted School, Berkhamsted.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Berkhamsted School, Berkhamsted.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Berkhamsted School, Berkhamsted.

BRISTOL

THE DOWNS SCHOOL
Wrexham, Nr. Bristol

Tel: Nailsea 555008

(I.A.P.S. 250 pupils)

Required for September 1984 a FORM TEACHER to teach the subject in the school. The successful candidate will be responsible for the teaching of Form and for the supervision of the school's Form facilities. The successful candidate will be required to have a degree in Form and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, The Downs School, Wrexham, Nr. Bristol.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, The Downs School, Wrexham, Nr. Bristol.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, The Downs School, Wrexham, Nr. Bristol.

COLCHESTER

COLCHESTER SCHOOL
Colchester

Required for September 1984 a qualified teacher of English to teach the subject in the school. The successful candidate will be responsible for the teaching of English and for the supervision of the school's English facilities. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Colchester School, Colchester.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Colchester School, Colchester.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Colchester School, Colchester.

MIDDLESEX

ST. HELEN'S SCHOOL
Northwood, Middx.

Independent Day/Boarding school of 850 pupils

Wanted in SEPTEMBER 1984 a qualified teacher of English to teach the subject in the school. The successful candidate will be responsible for the teaching of English and for the supervision of the school's English facilities. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, St. Helen's School, Northwood, Middx.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, St. Helen's School, Northwood, Middx.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, St. Helen's School, Northwood, Middx.

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL
Nottingham

Preparatory School, Waverley Mount, Nottingham

(I.A.P.S. 165 Day Boys 8-11)

Assistant Teacher to teach Mathematics and general subjects. Ability to help with games (soccer, basketball, etc.) and out of school activities essential. Salary Burnham Scale 1 plus 11 plus. Applications with full curriculum vitae and two referees to the Headmaster, Nottingham High School, Waverley Mount, Nottingham. Tel: (0532) 205624

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Nottingham High School, Waverley Mount, Nottingham.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Nottingham High School, Waverley Mount, Nottingham.

STAFFORDSHIRE

FORM HOUSE
PREPARATORY DEPARTMENT OF NEWCASTLE L.Y. M.S. SCHOOL

INDEPENDENT

Required for September 1984 a qualified teacher of English to teach the subject in the school. The successful candidate will be responsible for the teaching of English and for the supervision of the school's English facilities. The successful candidate will be required to have a degree in English and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Form House, Newcastle L.Y. M.S. School.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Form House, Newcastle L.Y. M.S. School.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Form House, Newcastle L.Y. M.S. School.

SURREY

MAV 1984

ELKLANDS SCHOOL
Croydon, Surrey

Independent Preparatory (150 pupils) girls 10-13

Applications are invited for

FORM TEACHER to our Preparatory Class (10-13 years)

Burnham Scale

Applications to include curriculum vitae, names and addresses of two referees, to the Headmaster, Elklands School, Croydon, Surrey. Tel: (01883) 205624

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Elklands School, Croydon, Surrey.

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Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, Elklands School, Croydon, Surrey.

SUSSEX

ST. AUSVINS SCHOOL
Rotherham, Brighton

(I.A.P.S. Preparatory School for 115 boys)

SCIENCE OR GEOGRAPHY

Required for September 1984 a qualified teacher of Science or Geography to teach the subject in the school. The successful candidate will be responsible for the teaching of Science or Geography and for the supervision of the school's Science or Geography facilities. The successful candidate will be required to have a degree in Science or Geography and a minimum of five years' experience in the post. The salary is £10,000 per annum. Applications should be sent to the Headmaster, St. Ausvins School, Rotherham, Brighton.

Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, St. Ausvins School, Rotherham, Brighton.

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Apply by letter to the Headmaster with full C.V. giving the names and telephone numbers of three referees to the Headmaster, St. Ausvins School, Rother

COMMUNITY WORKERS

1. Avonmouth/Shirehampton/Lawrence Weston
Ref no: EDU/HFE/01474/CO
2. South Wansdyke (Radstock)
Ref no: EDU/HFE/01475/CO
3. Bedminster/Totterdown/Windmill Hill
Ref no: EDU/HFE/01473/CO
4. Northavon (Yate/Chipping Sodbury)
Ref no: EDU/HFE/01478/CO

ASSISTANT YOUTH WORKER

Eagle House Youth Centre
SALARY: JNC 3 (1-5) £7485 - £8415

For all these posts applicants should be qualified in accordance with JNC Conditions of Service for Youth and Community Workers, and should have appropriate experience in a full or part-time capacity. Persons with voluntary experience will also be considered.

Further details and application form, returnable by 5th March, from Director of Personnel (Tel. Bristol 298565 - Answer on this number after office hours), PO Box 270, Avon House, The Haymarket, Bristol, BS98 7HE. Avon is an equal opportunities employer. Please quote appropriate reference number.

Education Department
(2761)

Avon
COUNTY COUNCIL

METROPOLITAN BOROUGH OF
Rochdale
EDUCATION DEPARTMENT
NEIGHBOURHOOD WORKER

JNC RANGE 3 Points 1-5
£7485-£8415 plus £345 additional qualification allowance.

A vacancy exists for a full time Worker to work with residents to promote community developments in areas of Heywood undergoing housing renewal.

Applicants should preferably have 2 or more years' experience and possess the Certificate in Youth and Community Work.

Application forms available (Quote G822) from the Chief Personnel Officer, PO Box 68, Municipal Offices, Smith Street, Rochdale, M16 9JH, not later than 24 February 1984.

(2760)

The Centre for British Teachers Limited
TEACH ENGLISH IN MOROCCO

The Centre is now recruiting qualified graduate teachers to teach English in Lycées in Morocco. The Centre project in Morocco started in September last year when 80 teachers attended a two-week Orientation Course in Fes or Marrakech before going to their postings in large or small towns throughout Morocco.

PROFESSIONAL AND WELFARE SUPPORT

The Centre provides an extensive back-up service including:
• full briefings in Britain
• two week Orientation Course in Morocco
• in-service conferences and seminars
• a full-time Welfare Officer available to give advice to teachers and their families
• assistance with resettlement at the end of the contract period.

FINANCIAL BENEFITS
• two year contracts starting on 1st September, 1984
• salaries net of tax giving a reasonable standard of living in Morocco and allowing teachers to save
• marriage and child allowances
• a tax-free installation grant
• return fares and baggage allowance

QUALIFICATIONS
Applicants should have:
• a degree
• a Postgraduate Certificate in Education
• a good knowledge of French or Spanish (although only a few postings will be in Spanish speaking areas)
• MOST IMPORTANT though are qualities of self-sufficiency, adaptability, and a sense of humour.

For further information and application form contact:
The Centre for British Teachers Ltd. (Ts)
Quality House, Quality Court,
Chancery Lane, London WC2A 1HP
Tel: 01-242 2882

YOUTH + COMMUNITY continued

LONDON

Inner London Education Authority
ASSISTANT YOUTH WORKER
LONDON
LONDON
LONDON

This newly created post requires a person who is capable of bringing to a very busy Centre, a full programme including day time work, also has a number of outside classes.

Applicants should be qualified teachers and preferably have considerable youth work experience.

Further information from Mr. Sherman 225 884/4755 8461.

Details and forms from Lambeth Area Youth Officer, 1-3 Brixton Road, SW9 6DE (stamped addressed foolscap envelope).

3. HACKNEY DOWNS YOUTH CENTRE

Downs Park School, Downs Park Road, E8 3NF

Assistant Head of Centre is expected to develop and co-ordinate work in this active Centre, attracting a large number of young people.

The person appointed will have a school involvement which will include the day and night work. The post offers scope for the successful applicant to show flair and initiative.

Applicants should be qualified teachers and preferably have youth work experience.

Information enquiries to the Head of Centre, Services Centre, 100 Kingsland Road, E9 8JZ (stamped addressed foolscap envelope).

3. MARCUS LIPTON CENTRE

100 Kingsland Road, E9 8JZ

Head of Centre is required for this newly created post to head a team of two full-time and part-time staff.

The person appointed will have a school involvement which will include the day and night work. The post offers scope for the successful applicant to show flair and initiative.

Applicants should be qualified teachers and preferably have youth work experience.

Information enquiries to the Head of Centre, Services Centre, 100 Kingsland Road, E9 8JZ (stamped addressed foolscap envelope).

Salary scales in accordance with the London Education Authority.

Details and forms from Lambeth Area Youth Officer, 1-3 Brixton Road, SW9 6DE (stamped addressed foolscap envelope).

Applicants should be qualified teachers and preferably have youth work experience.

Information enquiries to the Head of Centre, Services Centre, 100 Kingsland Road, E9 8JZ (stamped addressed foolscap envelope).

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The
INTERNATIONAL BACCALAUREATE SCHOOL

Amman, Jordan.

مدرسة البكالوريا الدولية

THE SCHOOL

The IBS was established in 1981 and is a fee-paying mixed day school of 350 pupils from the age of 6 to 17, almost all Jordanian. It is bilingual in Arabic and English and the staff is partly Jordanian and partly expatriate. Teaching is based on two syllabuses, the Jordanian Towjihi and the University of London GCE (to 'A' level). The International Baccalaureate will be introduced in September 1984.

THE POSTS

The School is likely to expand by about 50% in September and applications are therefore invited for the following new posts:

Head of English: TEFL-qualified with at least 5 years overseas experience, Senior English teacher: to 'A' level and IB Higher.

Teacher of English as a foreign or second language. Senior Geography teacher: to 'A' level and IB Higher.

Senior Biology and Chemistry teacher: to 'A' level and IB Higher. Mathematics teacher: middle school, to 'O' level and IB.

Head of Kindergarten. Three Primary teachers: ages 8 to 11.

Teacher of PE, girls. Teacher of woodwork and metalwork, middle and senior school.

QUALIFICATIONS

In addition to having the relevant qualifications and experience (preferably overseas), candidates should be able to contribute significantly to the School's non-academic activities. IB experience is preferred, and since the School is bilingual, experience of TEFL/TESL would be an advantage in all posts. The IBS is a new school and so enthusiasm, commitment and imagination are particularly important. Married teaching couples are encouraged to apply. There is a school creche and nursery for those with small children.

PAY AND CONDITIONS

Contracts are for two years, thereafter annually renewable. Salaries equate approximately to Burnham plus 30%, and there is a terminal gratuity. Free furnished accommodation with free services is provided, together with the usual overseas benefits.

APPLICATION

Further information and application forms are available from Mrs. Marion Webb, at the address below (Telex 886393 SCFFIN). Closing date for applications is 23rd March 1984.

Interviews will be conducted in London 5-8 April, and in the Middle East in April by arrangement. Candidates will normally be required to present themselves for interview, though applications where this is not feasible will be carefully considered.

(2800)

Marion Webb

68 Eton Road, Ilford, Essex IG1 2UG. Tel: 01 478 0206

Science Education Adviser

VANUATU

The Government of Vanuatu require a Science Education Adviser who will form the nucleus of a separate cadre of Inspectors/Advisers for secondary schools as part of the overall plan for an integrated education system in Vanuatu.

DUTIES: To advise on Science curriculum development, design of science laboratories and teaching facilities, to be responsible for Science In-Service Training programmes, to assist with the extension of the 3 year Secondary course. The Adviser will also undertake some general advisory and inspection duties.

QUALIFICATIONS: Applicants who should be British Citizens preferably aged 35-50 should have a Science Degree with a professional teaching qualification and wide experience of curriculum development and advisory work in developing countries. Experience of examination and assessment procedures and a working knowledge of French are desirable.

APPOINTMENT: 2 years, posting to Ministry of Education, Port Vila. Salary £15,000 pa (UK taxable) plus a variable tax free overseas allowance currently in the range £2,000-£4,500 pa.

The salary quoted includes an element in lieu of superannuation. If the ODA can continue payment into the applicant's existing superannuation scheme the salary will be adjusted accordingly.

This post is wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowances other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention.

For full details and application forms, please apply quoting ref. AH312/JMC/J stating clearly post applied for and giving details of age, qualifications and experience to: **Appointments Officer, Overseas Development Administration,**

Room AH361, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G78 8EA.



OVERSEAS DEVELOPMENT

BRITAIN HELPING NATIONS TO HELP THEMSELVES

JUMEIRAH ENGLISH SPEAKING SCHOOL
DUBAI, UNITED ARAB EMIRATES

Required from September, 1984

ASSISTANT TEACHERS
(Infant and Junior)

The school was established in September, 1975, and has a roll of 500 children between the ages of 4.06 and 11.00 years, who are mainly the children of British and European expatriates.

The school buildings consist of three separate units, comprising a total of twenty-one classrooms. The classrooms are spacious, purpose-built and structured to the needs and aims of modern primary education.

The sports facilities comprises a hall/gymnasium, swimming pool and two playing fields. A music block and an administration block complete the complex.

Applicants require a high personal commitment to good, modern educational practice, a wealth of professional experience and a minimum of three years' teaching experience.

CONDITIONS OF SERVICE: Salaries are tax-free; an overseas allowance, medical insurance and end of contract gratuity are offered. Rent free, furnished single unit accommodation, including free water and electricity, is provided.

Two-year contracts are offered, renewable annually thereafter. An annual return air-passage to UK and initial unaccompanied baggage allowance of 40kgs is provided.

Only single, male or female UK trained and qualified primary teachers should apply. Interviews will be held in London.

Please apply, in your own handwriting, with a full curriculum vitae. Please include a recent photograph and the names of two referees. Miss R. Blue, The Headmistress, Jumeirah English Speaking School, PO Box 4942, Dubai, United Arab Emirates.

(2715)

JUMEIRAH ENGLISH SPEAKING SCHOOL
Dubai, United Arab Emirates

Required from September, 1984

MUSIC TEACHER
(Full-time)

A music teacher is required from September 1984 to run the music department of this primary school which has a roll of 500+ children between the ages of 4½ and 11 years. The school is purpose-built, as is the music department which consists of one large room and three smaller practice rooms.

The complete organisation of this area of the curriculum, its timetabling, content and the organisation of instrumental tuition are the responsibility of the music specialist. Annual concerts and school plays are a feature of the work. A well-experienced, committed music teacher who is a competent pianist and can teach recorder is sought for this demanding but rewarding post.

Conditions of Service
Salaries are tax-free; an overseas allowance, medical insurance and end of contract gratuity are offered. Rent free, furnished single unit accommodation, including free water and electricity, is provided.

Two-year contracts are offered, renewable annually thereafter. An annual return air-passage to UK and initial unaccompanied baggage allowance of 40kgs is provided.

Only single, male or female UK-trained and qualified primary teachers should apply. Interviews will be held in London.

Please apply in your own handwriting, with a full curriculum vitae. Please include a recent photograph and the names of two referees. Miss R. Blue, The Headmistress, Jumeirah English Speaking School, PO Box 4942, Dubai, United Arab Emirates.

(2800)

THE BRITISH SCHOOL IN THE NETHERLANDS
(HMC, GBA, Independent)

requires, for September 1984, in the Senior School (570+ boys and girls, aged 11-18, 'O' and 'A' level courses (Oxford and Cambridge) and London (Home) Boards are well established) well qualified teachers, with two or three years' current experience, of:

English and Drama
Computer Studies, to introduce and develop this new curriculum subject.
Shortland and Typing.
A commitment to the pastoral welfare of pupils and a willingness to take an active part in games and/or extra-curricular activities will be valuable additional qualifications.

Applicants should write by 27th February, enclosing a full curriculum vitae, a recent photograph and the names, addresses and telephone numbers of two referees to:

The Headmaster
The British School in the Netherlands
Jan van Hoofstraat 3
2282 BA Voorschoten
The Netherlands

A vacancy also exists for a music teacher for the school. Details of this post will be sent on request. Short-listed candidates will be interviewed in the United Kingdom in the week beginning 19 March and the appointments will be made in the first week of April.

OVERSEAS continued

BELGIUM

BRUSSELS ENGLISH SCHOOL OF
The school requires a teacher of Mathematics. Well qualified and experienced teachers are required to teach the range of subjects across the ability range. The salary is attractive and the working conditions are excellent.

Apply with full curriculum vitae to the Headmaster, The English School of Brussels, 10 Avenue de la Liberté, 1050 Brussels. (02) 4577 460000

CYPRUS

TEACH IN CYPRUS
THE MIDDLE EAST AND NORTH AFRICA. Many hundreds of teachers of all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, no tax, warm climate and good employment conditions.

Details of how to contact employers and cost of living, etc., are available from: **Exp. Sec., Cyprus (18357) 460000**

EUROPE

OVERSEAS TEACHER
British teachers of Modern Languages currently employed in this country are invited to apply for a post-to-post exchange in the following countries: France, Italy, Spain and the Netherlands. Appointments are for one year, renewable for a second year. A small number of exchange places are also available in Denmark.

Details of how to contact employers and cost of living, etc., are available from: **Exp. Sec., Cyprus (18357) 460000**

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Posts overseas
Poland

Assistant Director of Studies
Language Centre for Academic Staff
Jagellonian University, Krakow

Duties: Responsibility under the Director for teaching of courses in English at various levels to academic staff; assistance with the general running of the Centre; materials development, and supervision of FCE and CPE exams.

Qualifications: Degree (preferably in English or Modern Languages), RSA Cert. TEFL or similar, recognised postgraduate TEFL qualification and 3 years TEFL experience essential. Candidates, preferably male aged 25-40, must be UK citizens with British educational background. Some ESP and teacher training experience useful.

Salary: 10,000-11,760 zloty per month plus a sterling subsidy of £4,188 per annum.

Benefits: Free furnished flat, fares and baggage allowance.

Contract: Local contract with British Council Guarantee, commencing as soon as possible, renewable annually.

Closing date for applications: 29 February 1984.

Reference: BA B 33 T.

The following post is funded under Britain's programme of Aid to developing countries.

Nigeria

Assistant Coordinator
National Certificate of Education
Correspondence Course with
special responsibility for Science
Ahmadu Bello University, Zaria

Duties: To write and edit correspondence materials for the NCE/CE Science education major to an established syllabus; to coordinate a team of writers for the course and the evaluation of new materials; to coordinate the major and primary science education contact session programmes, to coordinate the science education major correspondence session; to

coordinate all science education major and primary examinations, marking and setting and other duties as from time to time delegated by the head of division.

Qualifications: Candidates must be UK citizens with a British educational background. A first degree in science (preferably physics or integrated science), plus a postgraduate teaching qualification, at least five years' experience of teaching science in schools (preferably at primary level) or experience as a teacher trainer in primary science, and overseas experience are essential. A Master's Degree in Science Education is highly desirable and experience of in-service work in science education, science workshop organisation, writing of science workshop/course correspondence materials or a book would be an advantage.

Salary: £11,061-£15,311 per annum.

Overseas Allowances: £2,271-£3,554 per annum depending on salary and marital status.

Benefits: Salary free of UK income tax, variable overseas allowances according to marital status and salary level; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

Contract: Contract will be with the British Council for 2 years initially. The post is tenable from April 1984 or as soon as possible thereafter.

Closing date for applications: 29 February 1984.

Reference: BA K 3 T.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

(2738)

REPUBLIC OF SINGAPORE
Teachers Of English
In Secondary Schools

The Ministry of Education, Republic of Singapore invites applications for the above posts from Qualified Teachers of English holding Honours Degree (or equivalent qualifications) in English or the Humanities.

Qualified Teachers are required to teach English at secondary level to help improve the standard of English in schools in Singapore.

Almost all students in Singapore now study English as their first language and their mother tongue as a second language. The increasing emphasis on the importance of English has led to increasing demands on English teaching resources, especially at the GCE 'O' level standard. To date, there are over a hundred teachers from UK and NZ teaching English at Schools.

Interviews are scheduled to be held in London in April and successful applicants can take up their appointments either in July or at the beginning of the academic year in January 85.

OPPORTUNITIES IN EDUCATION

1 Infant Teacher: 4 Secondary Teachers

STANLEY SENIOR SCHOOL (4 POSTS)

TEACHER OF COMMERCIAL SUBJECTS

To teach the full range of commercial subjects: be responsible for further education classes in these subjects and assist in other areas of the school timetable as required. In particular with the teaching of English. Applicants aged 22-55, should possess a recognised teaching qualification in commercial subjects, including typing and shorthand, and a Cert. Ed. or B. Ed. preferably with English among the principal subjects.

TEACHER OF GEOGRAPHY

To teach Geography up to 'O' level including CSE (mode 3) and assist in other areas of the time-table as required. Applicants, aged 22-55, should possess a Cert. Ed. Degree and Dip. Ed. or B. Ed. with Geography as the main academic subject, and have experience in running the courses mentioned. The ability to teach at least one other subject, preferably History, Spanish, PE/Games or have an interest in Remedial Education, would be particularly advantageous.

TEACHER OF TECHNICAL DRAWING/WOODWORK

To teach technical drawing and woodwork in a school with limited facilities; assist in the planning of new workshop facilities and pioneer a broad based approach to technical studies teaching, liaise with employers of draft apprentices in Stanley advising on careers in the area; where possible, adapt courses to local conditions and requirements and assist, if required, in other areas of the school timetable. Applicants, aged 22-55, should possess a Cert. Ed. or B. Ed. in Secondary Education with Technical Studies, particularly

woodwork and technical drawing, as main disciplines. A background of employment in the Construction or Building Industry, and an ability to give support if required to other areas of the time-table, particularly mathematics, would be advantageous.

TEACHER OF GENERAL SCIENCE/BIOLOGY

To teach General Science and Biology; assist other staff in the running of CSE (mode 3) Parentcraft Course, and other areas of the time-table as circumstances may demand. Applicants, aged 22-55, should possess a Cert. Ed. B. Ed. with Science, or Degree in Biology and Dip. Ed. with experience in running CSE (mode 3) and 'O' level GCE courses in Biology and be able to teach General Science (Nuffield) to lower classes. The ability to teach Physics or Maths is desirable. In all cases teachers will be expected to make some contribution to the school's programme of extra-curricular activities, and may be called upon to assist if necessary, in the supervision of children in the School Boarding House.

STANLEY INFANT & JUNIOR SCHOOL

To be responsible for an Infant class of approximately 20 children vertically grouped to include age range 4½-7 years (non-streamed). The 2 Infant classes share a well-appointed and equipped 'terrapin' block and the services of a full-time teachers' assistant. Applicants aged 22-55, should possess a recognised teaching qualification, Cert. Ed. B. Ed. or Post Grad Diploma, with experience and qualification in early stages of schooling especially teaching of reading and infant number concepts. The ability to play the piano is desirable or interest/ability in music at primary level.



ALL POSTS

Appointment 2 or 3 years. Salary in range £5,762-£11,322 which includes an allowance normally tax-free in range £2,804-£8,474. Terminal gratuity 15% less salary.

Overseas Development Administration (ODA) grants of up to £2,700 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be British citizens.

Completed application must arrive not later than 21 days following publication. For full details and application form please apply, clearly indicating post applied for quoting ref 310/JAF/1, giving details of age, qualifications and experience to:

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Overseas Development Administration,
Room AH51, Abercrombie House, Eggesham Road,
EAST KILBRIDE, Glasgow G76 8EA.

OVERSEAS DEVELOPMENT

BRITAIN HELPING NATIONS
TO HELP THEMSELVES

OVERSEAS

(continued)

CHRISTIAN TEACHERS

Needed for Secondary Schools in Africa and New Guinea. Christian work Volunteers terms. Missionsary Movement, Stanley Lane, London W14 9NS. 460000

ITALY

VENICE

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KUWAIT

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MADRID

RUNNYMEDE COLLEGE British secondary private educational day school of 240 pupils. Requires qualified teachers with two years minimum teaching experience in UK for September to teach the following subjects: 1. Chemistry. The sole teacher from age 14 to 'A' Level. 2. Art. The sole teacher to teach Art from age 14 to 'A' Level. 3. Head of English Dept for the school. The sole teacher throughout from 13 to 'O' level and preferably for Library and preferably some dramatic activities. 4. Assistant English teacher throughout from eleven to 'O' and 'A' Level from eleven years and main school subjects. 5. Integrated Science to first two years and Biology and Physics from third year. Ability and willingness to introduce Computer Studies as an extra-curricular activity. 6. Ability to teach one or more of the following: Spanish, French, Latin, Social Studies, Music, Physical Education, and application for Headmaster. Salary £10,000-£12,000 p.a. plus 10% bonus. 460000

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VENICE

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(Single/female or married couples both teachers without children)

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MEXICO

MEXICO CITY An International Coeducational School of 180 pupils. Requires qualified teachers with two years minimum teaching experience in UK for September to teach the following subjects: 1. Chemistry. The sole teacher from age 14 to 'A' Level. 2. Art. The sole teacher to teach Art from age 14 to 'A' Level. 3. Head of English Dept for the school. The sole teacher throughout from 13 to 'O' level and preferably for Library and preferably some dramatic activities. 4. Assistant English teacher throughout from eleven to 'O' and 'A' Level from eleven years and main school subjects. 5. Integrated Science to first two years and Biology and Physics from third year. Ability and willingness to introduce Computer Studies as an extra-curricular activity. 6. Ability to teach one or more of the following: Spanish, French, Latin, Social Studies, Music, Physical Education, and application for Headmaster. Salary £10,000-£12,000 p.a. plus 10% bonus. 460000

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OVERSEAS

(continued)

SPAIN

KING'S COLLEGE Madrid

WANTED FOR SEPTEMBER 1984 TEACHER FOR MUSIC - experienced, enthusiastic teacher is required to develop the sound musical education already established in the school. The school is a well-known school in Madrid. Salary £10,000-£12,000 p.a. plus 10% bonus. 460000

WEST GERMANY Lecturer required at Westphalian College of Education for 2 years, beginning October 1984 to teach courses in English language and English culture. Applicants must be holding a degree in English, a qualification in German and a qualification in English language. Salary £10,000-£12,000 p.a. plus 10% bonus. 460000

TEACHER FOR JUNIOR DEPARTMENT - A well-qualified teacher is required to join a flourishing department of Junior and Infant classes. The school is a well-known school in Madrid. Salary £10,000-£12,000 p.a. plus 10% bonus. 460000

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